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ABSTRACT

The major purpose of the Title V program, Designing Education for the Future, is to assist educators and lay citizens in the eight participating States in devising a program of educational improvement. This report by the project director presents information on educational changes covered by the program and builds a rationale for effecting these changes. The State programs were organized separately, although each State appointed a coordinator and selected an advisory committee. Statements on educational finance and the need for preparing educators for the future are included, as are some specific procedures and accomplishments of projects in Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, and Wyoming. The major accomplishment was the breakdown of regional bias and the discovery of mutual strengths. An external evaluation of the project completes the report. The paper concludes that prospects for continued improvement in educational quality lie with the ability of State and local leadership to effect educational change, especially through comprehensive planning and implementation. (LN)

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DESIGNING EDUCATION FOR THE FUTURE:

RATIONALE, PROCEDURES AND APPRAISAL

Final Report
and
External Evaluation

DESIGNING EDUCATION FOR THE FUTURE:
An Eight-State Project

Denver, Colorado
June, 1969

EA 002 664

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Arranged and Edited by
Edgar L. Morphet and David L. Jesser

Designing Education for the Future:

An Eight-State Project

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and
the Sponsoring States

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Copies of this report may be obtained through the project office or from the Chief State School Officers of the participating states.

The project supply of all previous reports has been exhausted. However, each report has been republished by Citation Press, Scholastic Magazines, Inc., 50 West 44th Street, New York, New York 10036, and copies may be obtained from that source. The titles and publication dates of previous reports are as follows:

- *Prospective Changes in Society by 1980* (1966)
- *Implications for Education of Prospective Changes in Society* (1967)
- *Planning and Effecting Needed Changes in Education* (1967)
- *Cooperative Planning for Education in 1980* (1968)
- *Emerging Designs for Education* (1968)
- *Planning for Effective Utilization of Technology in Education* (1968)
- *Preparing Educators to Meet Emerging Needs* (1969)

FOREWORD

Designing Education for the Future has been a pioneering effort, the results of which are yielding dividends for the improvement of education far beyond the bounds of the original eight-state area involved.

Several thousand educators and lay citizens in these eight states have participated in conferences and discussions concerned with present and emerging educational issues. Now additional thousands throughout the nation continue to study and discuss the reports and to be stimulated and challenged by the filmstrips and other related materials developed by the project.

The project has not been limited to study and discussion which constitute only one means to the end of planning and effecting improvements in education. In each of the eight states, advisory and study committees have agreed upon many important recommendations for improvement and have taken steps to translate these into action.

Seven reports have been published by the project during the last three years. This is the eighth. It is not intended to be a "final report." Rather, it attempts to present a number of insights for those who will continue to be involved in or concerned about planning for better education.

This report consists of three parts. *Part One* was prepared by the staff. It deals with design, procedures and accomplishments of the project. Section 4 of this first part presents what seem to be the most important concepts and insights considered in previous reports and conferences.

Part Two was prepared by the chief state school officer and the coordinator of each participating state. It explains procedures and accomplishments and presents major conclusions and recommendations developed by the committees organized in the state.

Part Three constitutes the report of an "external" evaluating committee. This evaluation was made as a result of a resolution unanimously adopted by the members present at the final meeting of the Policy Board in December 1968. This evaluation was conducted by four authorities from outside the area, none of whom had been directly involved in designing or implementing the project.

Participating in this project has been personally stimulating and worthwhile. Four aspects have especially impressed me: (1) the emphasis on planning and on orientation toward the future; (2) the role of the state departments of education in this future planning; (3) the cooperative nature of the project which has interrelated the creative thinking of residents of eight states; and (4) the widespread involvement of citizens in the process of goal determination and goal implementation.

I am certain that the project has had a significant impact on the various educational agencies involved and that the concept of area-wide planning and cooperation will continue to be pursued in the future. Important benefits undoubtedly will be realized in all participating states for many years to come.

Finally, it must be said that most of the success of the project is due to the contributions of the director, Edgar L. Morphet, and the other members of the staff who carried the idea through to an end result that will benefit not only children and many adult citizens in these eight states but also those in many other states throughout the nation.

Byron W. Hansford
Chairman, Policy Board

ACKNOWLEDGEMENTS

The design for this project was based largely on two assumptions: (1) almost everyone is potentially interested in and concerned about education; and (2) progress can best be made through the cooperation of competent and interested citizens who want to participate in the process of planning improvements in education. The experiences during the course of this project provided substantial evidence that these are valid assumptions.

The staff is deeply grateful to members of the Policy Board (the Chief State School Officers of the participating states) for their understanding, support and cooperation, and especially to Byron W. Hansford, Chairman, who was most stimulating and helpful throughout the project.

Not only the state coordinators, who worked closely and effectively with the staff in planning all major aspects of the project, but also many other educators and substantial numbers of lay citizens in each state made many significant contributions.

The services of the consultants from business, industry, education and various disciplines who prepared papers, helped with the conferences or assisted the states with their aspects of the project were invaluable and contributed greatly to the favorable reaction to the project in all parts of the nation.

Among the representatives from the U.S. Office of Education who were most understanding, encouraging and helpful in connection with all aspects of the project were Ovid F. Parody (now Professor of Educational Administration, University of Massachusetts), Dwayne E. Gardner (now Executive Secretary, Council of Educational Facility Planners, Columbus, Ohio), David G. Phillips, James E. Gibbs, and Harry L. Phillips, of the Division of State Agency Cooperation.

Much credit for the effective operation of many of the area aspects of the project should go to Charles O. Ryan (now Professor of Educational Administration at Utah State University), who served as Associate Director until September 1967; to David L. Jesser, who has served as Assistant Director since that time; and to Maridee Sensel who has served so effectively as the only secretary except during brief periods when temporary assistance was available. These members of the small central staff, Robert L. Pickering (who served as Chairman of the Coordinators) and the other state coordinators who worked closely with the staff, effectively demonstrated the importance of bona fide cooperation and teamwork in this pioneering project.

Edgar L. Morphet
Project Director

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PART ONE
Design, Procedures and Accomplishments

Prepared by
Edgar L. Morphet, *Project Director*
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David L. Jesser, *Assistant Director*

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Section One

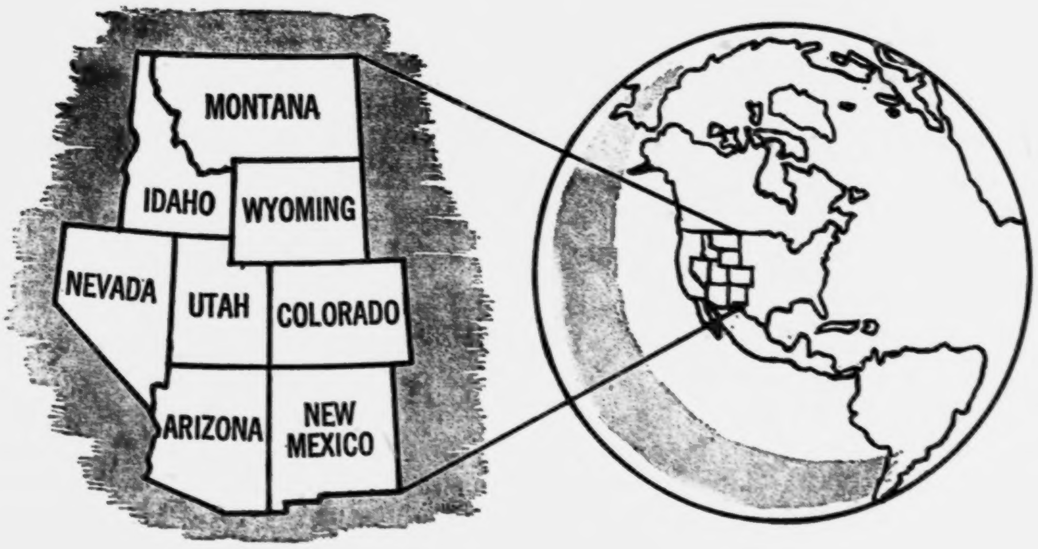
Background and Rationale

On October 29, 1965—soon after the Elementary and Secondary Education Act of 1965 (P.L. 89-10) became law—the Commissioner of Education for the State of Colorado, with the approval of the Chief State School Officers of the other Rocky Mountain and Great Basin states, submitted to the U.S. Office of Education a proposal for a project tentatively entitled "Developing a Future Design for Educational Programs and State Educational Agencies in the Rocky Mountain Area." This proposal outlined a plan for a challenging future-oriented but practical three and one-half year project to begin January 1, 1966, and to be financed primarily by funds authorized by Title V, Section 505 of the Act.

Following conferences with representatives of the Office of Education, the proposal was revised in certain respects and approved December 9, 1965 with the general title, "Strengthening State Agencies for Education," —changed soon thereafter to *Designing Education for the Future.*

THE ROCKY MOUNTAIN AND BASIN STATES

The eight states involved in the project, *Designing Education for the Future,* are Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah and Wyoming. These contiguous states, encompassing the Rocky Mountain and Great Basin areas of the United States, include nearly 25 percent of the nation's total land area.



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This large area, extending from Canada to Mexico and from east of the Rockies to the Sierras, has many common characteristics, yet there are marked differences among the states and within each state. Much of the area is sparsely populated, but in most of the states there are rapidly growing metropolitan areas in which a substantial proportion of the people live. During recent years two of the states (Arizona and Nevada) have experienced the highest growth rate in the nation. On the other hand the growth rate in Montana and Wyoming has been somewhat lower than the average for the nation.

In every state there are some racial and ethnic minorities including Spanish- or Mexican-Americans, Indians, some Negroes and a few Orientals. Comparatively little attention seems to have been given to the problems and needs of these minorities until recently in most states but the situation is rapidly changing, especially in many of the metropolitan areas.

The economy in all states is closely related to, and to a certain extent is a product of, the topography and climate. In several of the states there are extensive areas in which the rainfall is insufficient to support more than a limited agricultural population. Where adequate supplies of water are available and the climate is favorable the population has increased rapidly. Not only have many new industries been established, but numerous visitors have been attracted by the mild winter climate in the southern group of states, and increasing numbers of winter sports enthusiasts spend some time each year in many of the mountainous areas. Summer visitors are attracted in increasing numbers by the parks, scenery and open spaces in all of these states.

PROVISIONS FOR EDUCATION

The expenditures for education and the effort made to support schools have been relatively high in most of these states. The relatively high expenditures have resulted partly from the apparent desire of many people to attempt to provide good schools and institutions of higher learning, and partly from the sparsity of population and the continuation of many small districts and schools in most states.

Traditionally the educational program within the states has not been adequate in terms of present-day needs. For example, in many secondary schools college-preparatory programs have had more prestige and received much greater emphasis than vocational-technical programs regardless of the needs of the students. Most state departments of education until recent years have been relatively weak and ineffective, and many local school systems have been too small to provide an adequate program at a reasonable cost. Many people seem to have been reasonably well satisfied with this traditional pattern and have hesitated to advocate major changes.

However, there have been significant changes in several of the states.

Until after the Second World War the chief state school officer was elected by popular vote in each of the eight states. About 1950, the legal provisions in Utah and Colorado were modified to provide for his appointment by the state board of education. Similar changes were made in New Mexico and Nevada between 1950 and 1960.

Utah was the first state in the West to eliminate, in 1915, the traditional small school districts by establishing counties and the larger cities as the local administering and operating units for schools. Nevada took a similar step in 1956 by establishing each county as a school district. Considerable progress in district reorganization has been made in Colorado and Idaho, but there are still some inadequate districts in each state.

Utah, Wyoming, Nevada, Colorado, and to a lesser extent some of the other states, have taken steps during recent years to modernize the provisions for financial support of schools. In fact the Utah foundation program, in terms of basic concepts, seems to be one of the most defensible in the nation.

Periodic studies of major aspects of education have been made in all states. Most of these have been conducted through contracts with institutions of higher learning or consulting firms. Only a few of them have resulted in significant improvements. However, Utah has involved influential people in the state in major studies (conducted with the help of consultants) which resulted in significant improvements. A few other states have conducted more limited studies of this type with promising results. Thus, some precedents had been established for planning-type studies in which both lay citizens and educators have participated.

OTHER PERTINENT CONSIDERATIONS

During recent years, informed citizens throughout the nation have become aware of facts and developments such as the following:

- Numerous discoveries, inventions and other additions to knowledge have resulted in many significant changes not only in American society but also in most societies throughout the world.
- Some of these changes have been beneficial—or are potentially beneficial—to everyone. Others have been harmful—or are potentially harmful—to humanity or at least to many people. Some changes have been beneficial to substantial numbers but thus far have not been beneficial to others.
- More adequate education for everyone will result in increasing the discoveries, inventions and additions to knowledge.
- Thus, the pace of change in society is almost certain to increase during coming years and many of these changes will have important implications for the present as well as for future generations.

Many people also recognize that recent and prospective changes in society have important implications for most aspects of education; that the schools and other educational institutions as currently organized and

operated cannot meet the needs of the future; and that every state and nation will be handicapped unless significant improvements are made promptly and continuously in its provisions for, and its program of, education.

Not only the chief state school officers but also many other leading citizens in the eight states involved in this project—and in other states throughout the nation—have become aware of these trends and developments and are concerned about some of the potential implications for education.

DEVELOPMENT OF THE PROJECT PROPOSAL

A few years before the present project was authorized the members of the staff of the Colorado state department of education, under the leadership of Byron W. Hansford, State Commissioner of Education, obtained a small grant from the Ford Foundation to explore, with the cooperation of a few lay citizens and educators in the state, the major trends and probable developments, and some of the implications for education in the state. Out of this limited exploration grew some of the ideas and concepts that were eventually incorporated in the proposal for the eight-state project.

In the meantime five of the eight states (Arizona, Colorado, Nevada, New Mexico and Utah) had developed plans and obtained funds for financing the Western States Small Schools Project. Through that project they began to recognize some of the advantages of—and some of the problems inherent in—cooperation involving several states that have some common problems, interest and concerns. For example, they learned that, cooperatively, they could obtain funds and provide resources that would not otherwise be available to any one state, and that they could accomplish cooperatively many things that they could not accomplish individually.

In connection with meetings relating to the "small schools project", and informal meetings relating to other mutual interests and concerns, the chief state school officers of the Rocky Mountain and basin states learned about the exploratory project in Colorado, and began to discuss the advantages of collaborating in a project that would be concerned with the implications of prospective changes in society for all aspects of education. When the elementary and secondary education bill incorporating a provision in Section 505 of Title V for encouraging certain kinds of projects involving several states became law in 1965, the chief state school officers of these states agreed to cooperate in the development of a proposal for a comprehensive future-oriented project. They also agreed that the Colorado state department of education staff should draft the proposal and that Colorado should serve as the administering state. This proposal was reviewed by the chief state school officers or their representatives from the other states, revised on the basis of their suggestions, and submitted to the U.S. Office of Education. As previously noted, it was further revised on the basis of suggestions by representatives from the Office and approved to become effective January 1, 1966.

During the three and one half years the project has been in operation, approximately $1,200,000 have been made available from Federal funds under Title V, Section 505 of the Elementary and Secondary Education Act (ESEA) of 1965. Nearly two-thirds of this amount was allocated to the participating states to assist them in financing their project-related activities, and the remainder was used by the central office for consultants, conference expense, publications, filmstrips, salaries, travel and other expenses involved in administering the project. Most states made rather substantial contributions by providing space, special services and in other ways, and many individuals and organizations made important contributions in terms of time invested, travel expenses paid and in other respects.

RATIONALE FOR THE PROJECT

The project proposal was based largely on the following assumptions:

- Under modern conditions the citizens of any nation, and especially those in this nation, need to be prepared to function effectively in a rapidly changing society.
- The schools and other educational institutions have an obligation to help people to learn to live and cope effectively with change.
- The educational organization and program should be continuously adapted and improved to meet emerging needs.
- There are many inadequacies and lags in most aspects of education that urgently need to be updated or replaced by more adequate provisions.
- Improvements in education should be carefully and systematically planned. Expedient or stop gap measures are inadequate and inde-

fensible and may be harmful rather than beneficial from a long-range point of view.

- By appropriate planning the citizens of any state can prepare to meet emerging needs and avoid some changes that may be harmful.
- In every state there should be some agency that can and will provide the competent and effective leadership and appropriate services needed for planning and effecting improvements in education. That agency, at least as far as elementary and secondary schools are concerned, is the state agency for education.
- Few state agencies are presently in a position to provide the leadership and services required to assure effective planning for education in the state. An appropriate climate based on an adequate understanding of the needs must be developed before essential leadership and services can be provided effectively.
- In the area represented by the states involved in this project many things can best be accomplished by cooperation and collaboration among the participating states. However, the necessary planning in each state must be done in that state with the intelligent collaboration and support of the citizens of the state.
- The appropriate emerging role and functions of a state agency for education can be determined only after considering needed changes in all aspects of education. Changes in any aspect have important implications for the role and functions of the state agency which must continuously be changed to meet emerging needs.

The proposal for the project stated:

> State agencies [for education] have not been designed to perform the functions they are now being called upon to perform by the American Society. . . . Present efforts are isolated and sporadic and lack a comprehensive rationale based on a thoughtfully developed model of the future.

The major problems of state agencies were listed as follows:

1. They are asked to make changes of all types without clear rationale for such changes.
2. There is an absence of criteria to guide them after the reasons are established.
3. Educators have too little evidence to help them to know the directions of change in society.
4. Too little is known of the implications of social change for schools and departments of education.

The proposal also stated:

> Thus the problem grows out of the need to forecast social change and to study its educational implications. If we are to plan educational programs wisely and effectively plan for the leadership role of state education agencies in developing these programs, then we must assume or project some model of the future.

The primary purpose of the project, therefore, was *to assist the people in each of the participating states to anticipate the changes that are likely to take place in this country, in the eight-state area, and within the state during the next ten to fifteen years, and to plan and implement changes and improvements that should be made in the educational organization and program during that period.* While some of the policies to be observed were incorporated in the proposal, the detailed steps and procedures needed to accomplish this purpose were appropriately left to the discretion of the policy board, the project staff and the individual states.

The eight states have many common interests and problems—most of which are found in other states throughout the nation. However, each state has some unique concerns and problems. The proposal recognized that, while all states should benefit from careful consideration of national and area problems, trends and developments, *the people in each state would need to identify their own concerns and problems and develop their own plans for devising programs to meet existing as well as emerging needs.* Primary attention was to be focused on attempting to determine objectives that would be appropriate for 1980, then agreeing on logical steps to achieve these objectives, with the hope that fruitless discussions about expedient and perhaps unwise short-range steps might be avoided or at least considered in proper perspective.

The proposal also recognized that a many faceted approach to the identification and solution of prospective problems and issues would be essential. It made clear that planning should be considered *a process* that would be developed on the basis of information and insights provided through conferences, publications, analysis of data, and discussions—rather than as a matter of direct and urgent action without adequate preparation.

The states participating in this project did not expect to develop a model that could be followed in detail by other states or groups of states, but many who were involved hoped to develop and make use of various elements or essentials of a model that might be of interest and benefit to the people in other states.

* * *

Section Two

Design, Purposes and Organization

There was no model available, nor had any precedents been established that would provide reliable guidelines for organizing and conducting a multi-state project of the kind envisioned by the proposal. The procedures outlined were therefore considered to be "a means of forecasting a reliable model of the society of the future and exploring the educational implications of the model for program planning and state agency design."

The proposal contemplated three phases:

Phase I, that would include: (1) the preparation of a statement that would describe the historical development of each state education agency in the area; (2) a study of the science of planning based on all available materials for the purpose of developing the knowledge and skills concerning planning and of broadening the concept of long-range planning among educators; (3) the projec-

tion of social, economic, political and educational analyses of prospective social changes; and (4) an attempt to determine the implications for education.
Phase II, that would include: (1) a review and discussion of these materials to determine the attitudes of citizens and special interest groups toward change and innovation; (2) the development of a long-range plan for the area based on the social forecasting of academic and administrative authorities; and (3) the development of a design for the state educational agency of the future.
Phase III, that would be concerned primarily with implementation, including a series of special projects, experimentations and innovations.

For every major project or undertaking there should be a carefully developed and appropriate conceptual design, statement of purposes, plan of organization, procedures and necessary resources. If any one of these is weak or inadequate, is inconsistent with any of the others, or is not given adequate consideration, the entire project or undertaking will be handicapped or fail to accomplish its purposes. When controversial issues and proposals for change are fairly and honestly considered, the intelligence and good faith of the people involved will inevitably have a decisive impact on the progress and outcomes.

THE CONCEPTUAL DESIGN

As indicated previously, most of the basic elements of the conceptual design for the project, *Designing Education for the Future,* were incorporated or implied in the original proposal. However, some of these were modified and made more explicit as the project evolved. The major considerations involved in the design are discussed briefly below:

1. A board that would be responsible for all policies relating to the project should be established. This board, as recognized in the proposal, should consist of the chief state school officers of the eight participating states since these officials would be primarily responsible for, and affected by, the developments in or relating to their respective states.

2. Only those activities should be undertaken on an area-wide basis that could not be conducted advantageously or economically by or within the individual states, or that would be of special benefit or assistance to the states. These activities were envisioned as including primarily major conferences, publications and similar activities.

3. The central staff selected for the project should be kept to the minimum size considered essential to facilitate the achievement of the purposes and to meet the responsibilities envisioned. This staff and the states were to be assisted by qualified consultants as needed.

4. The organization and structure created for purposes of the project should be recognized as temporary, and be discontinued as soon as maximum benefits had been obtained through the area-wide approach.

5. Each state should assume full responsibility for any achievements or lack of achievements in the state in relation to the project. Each state was to appoint a coordinator and an advisory committee to be primarily responsible for guiding the studies and planning activities within the state, for determining the scope and details of the studies, and for other pertinent developments relating to the state aspects of the project. Although the central staff was authorized to assist any state (when and as requested by the state) with its activities, it was deemed both inappropriate and impractical for the staff to attempt to develop a long-range plan for the area.

6. Bona fide involvement of lay citizens as well as of educators in the conferences, studies and the planning process was considered essential in view of the fact that all decisions relating to fundamental educational policies in this country are made by the people or their representatives. Thus, the assumption was made that the *planning process* itself should provide the foundation and some of the incentives for effecting needed changes in education. This concept became a fundamental aspect of the conceptual design for the project and had many important implications for the organization and procedures utilized.

Not only the considerations discussed above, but many other concepts influenced the design, organization and procedures. For example, it seems apparent that *any major change in education is basically a social rather than an administrative or technical process*. Moreover, *changes that depend on public support are facilitated when those involved in, or affected by, the decisions participate in the planning and implementation of change.*

For reasons indicated in the following quotation, it seems obvious that *educational planning should definitely be future-oriented rather than concerned primarily with short-range adjustments:*

> . . . the indispensable attempt to plan education, to seek the efficient allocation of resources, or to control and manage its growth must come to grips with the question "for what?". . . . the question cannot be answered without reference to the future. For what we do about education today will have its impact in 20 years or so—the direction of our efforts now must in consequence be partly determined by a view of the role that education will play in the society of tomorrow. A policy for educational innovation and change can hardly be formulated without reference to the future pattern towards which changes are supposed to constitute a step.[1]

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[1] J. R. Gass, "The Educational Revolution in OECD Countries," *OECD Observer*, 1968.

The following statement directs attention to other implications for the planning process:

> In the planning process there are appropriate—and inappropriate—roles and procedures for various kinds of experts and specialists, for educators and for lay citizens, and for the use of computers and other machines and their products. The planning experts and other appropriate specialists—utilizing any tools or machines they find helpful—may assemble and analyze data, make projections, identify feasible alternative goals and procedures and ascertain *the implications of each alternative*. However, they should not attempt to determine either the choices to be made or the basic actions to be taken. *These decisions must be made by the people or their representatives who are responsible for determining the basic policies for education.*[2]

PURPOSES OF THE PROJECT

A major purpose of the project, as indicated in the original proposal and stated in Section 505, Title V of the Elementary and Secondary Education Act of 1965, was to strengthen state agencies for education. Such agencies usually include a state board of education, a chief state school officer and a staff—commonly referred to as "the state education department" or as "the state department of education." However, comparatively few lay citizens or educators in most states are seriously interested in proposals for *strengthening* state agencies. Many assume that any step in this direction would tend to result in increased state direction and control of education with a corresponding loss of local control. This point of view and attitude may help to explain why state-level educational agencies have been relatively weak and ineffective in many states.

In an effort to ensure that the project would be as practical and meaningful as possible, the major purpose was broadened and restated: *To assist educators and lay citizens in the participating states* [and indirectly in other states] *to begin to devise a program of education and provisions for organization and operation that would assure, insofar as possible, adequate and appropriate opportunities for all citizens and reasonable equity for all taxpayers.*

The more specific purposes, therefore, were stated as follows:

1. To encourage and assist the citizens of each state to become familiar with important prospective changes in society and to understand some of the major implications for education;
2. To begin to identify and state educational purposes and objectives that are appropriate for a rapidly changing society, and to list and evaluate alternative means of achieving them;
3. To understand the importance of, and the procedures involved in, long-range planning and to begin to plan for needed improvements;
4. To recognize that all aspects of education are interrelated and that changes in one aspect have implications for other aspects;
5. To understand the importance and significance of competent and effective state leadership and services for education in every state, and
6. To recognize that the kind of leadership and services required

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[2] *Cooperative Planning for Education in 1980* (Denver, Colorado: Designing Education for the Future, January, 1968), p. 6.

under modern conditions will not only facilitate improvement of education in the state but also will help to strengthen and make more meaningful local responsibility for education throughout the state.

Thus, instead of emphasizing the concept of "strengthening state agencies for education", an attempt was made to encourage careful study and consideration of the appropriate role and functions of the state agency for education as well as of the role and functions of local school systems, and the interrelationships, in the light of emerging conditions and needs.

A major role and function of every state agency for education in the future should be to provide competent and effective leadership and appropriate services in planning and effecting improvements in education. If this responsibility is to be assumed realistically, and implemented effectively, it would seem that, in each state: (1) both long- and short-range planning must be recognized and accepted as a continuing responsibility; (2) the organizational and staffing patterns will need to be re-examined and probably changed in many states; (3) the climate for planning will need to be favorable and adequate resources will have to be provided; (4) substantial agreement will need to be reached on aspects for which the state department staff is to assume a major planning responsibility, and on those for which it is to play primarily a service, facilitating or coordinating role; and (5) along with other pertinent responsibilities, the agency should encourage and assist local school systems and institutions of higher learning to identify promising innovative practices, to plan for their implementation, and to provide for the evaluation of their contributions to the improvement of education in the state.

THE ORGANIZATION

The development of a logical organization for planning and implementing the *area aspects* of this project was essential. Moreover, *each state* also needed to develop an organization considered appropriate for its purposes and needs. The major provisions for, and functions of, the area and state organizations are discussed under the headings below.

ORGANIZATION FOR THE AREA ASPECTS

The Policy Board. As previously indicated, the policy board for the project was comprised of the chief state school officers of the participating states. For each state there was an officially designated alternate who was authorized to participate in discussions and decisions when the chief state school officer was not able to attend.

The members of the board (or their alternates in some cases) met on two occasions to consider the draft and the revisions to be made in the original proposal, and other related matters. During the first year the project was in operation the board met on three occasions because there were many important policy matters to consider. Subsequently it has met twice each year, usually in connection with one of the major conferences.

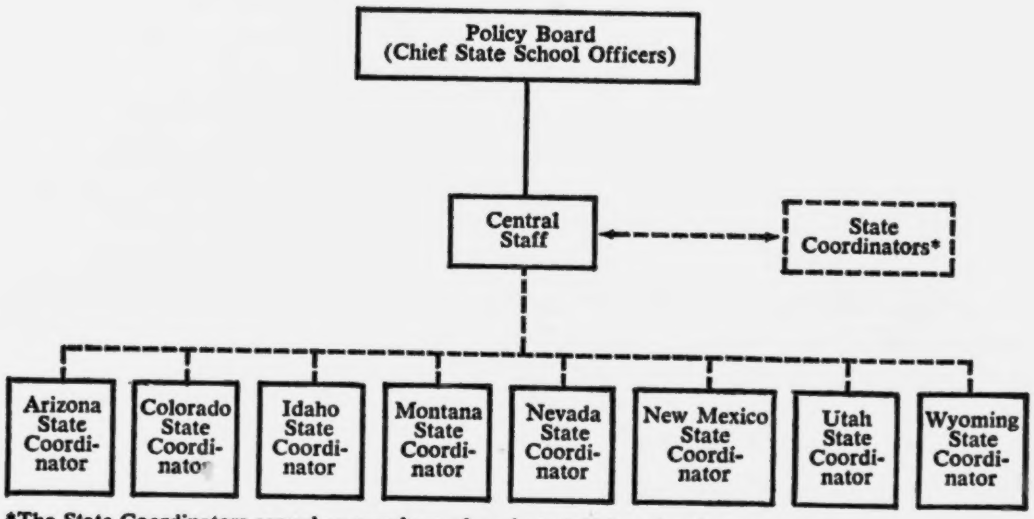
At the first meeting after the project was authorized, the board adopted with some modifications the basic policies recommended by the central staff and coordinators. These policies were concerned primarily with the organization and role of the board, the responsibilities of the administering state, the functions of the project director and the project staff, and the role and responsibilities of the state coordinators.

The policy board functioned effectively *as a board,* delegated appropriate responsibilities to the director and his staff and gave full support to the project. The policy board members from three of the states where the chief state school officer is appointed by his state board of education and from one state where he is elected by popular vote participated in every meeting.

The Central Staff and State Coordinators. As provided by the policies adopted by the board, the central staff was primarily responsible for designing and conducting the area conferences, arranging for and editing the papers for the publications, and for all other non-policy matters relating to the area aspects of the project. This staff consisted of a director who served full time one year and three-fourths time during the other two and one half years; a full-time associate director during the first year and a half, succeeded by an assistant director who served only three-fourths time during the final year; and one full-time secretary with an occasional part-time assistant.

The policies also provided that the state coordinators were to serve as members of the project staff to assist in developing proposals and plans for the major aspects of the project. During the course of the project the members of the central staff met with the coordinators approximately once every two months in various locations in the states involved in order to obtain their suggestions and assistance in developing the evolving design for the area aspects and in planning all phases of the project, and to assist the coordinators in developing and appraising plans for their respective

Figure 1. *Organization for the Area Aspects of the Project*


Policy Board
(Chief State School Officers)
Central Staff
State Coordinators*
Arizona State Coordinator
Colorado State Coordinator
Idaho State Coordinator
Montana State Coordinator
Nevada State Coordinator
New Mexico State Coordinator
Utah State Coordinator
Wyoming State Coordinator

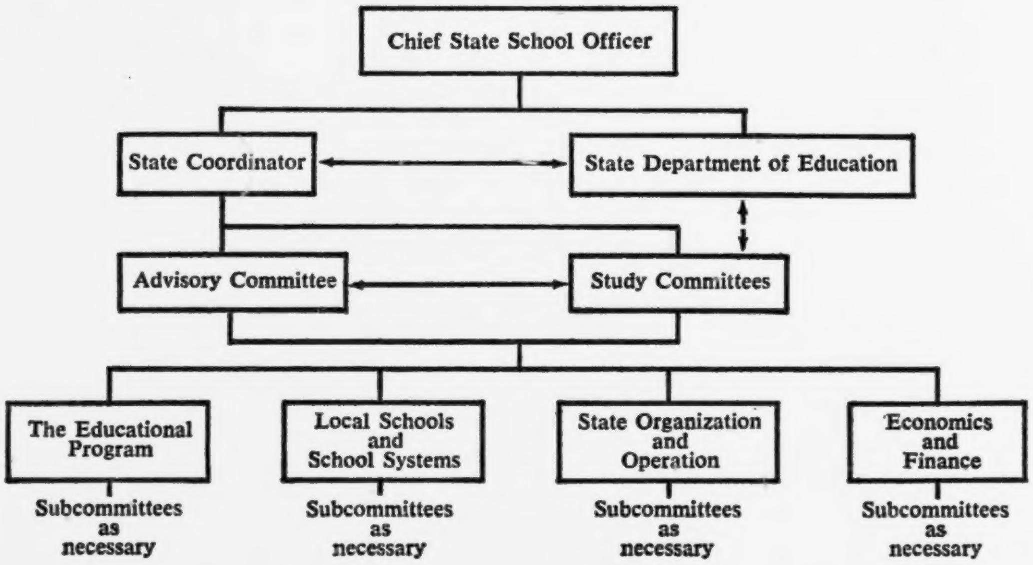
*The State Coordinators served as members of project staff for planning purposes.

state aspects of the project. The coordinators made many important contributions to the development and implementation of the project. (See Figure 1).

ORGANIZATION FOR THE STATE ASPECTS

Only two organizational aspects were common to all states: the appointment of a state coordinator and the selection of a state advisory committee for the project. In all other respects, the organizational pattern and procedures differed from state to state, although there were elements that were common to most states. (See Figure 2). Provision was also made for each state to have available as needed the services of a competent out-of-state consultant.

Figure 2. *Typical State Organization*


Chief State School Officer
State Coordinator
State Department of Education
Advisory Committee
Study Committees
The Educational Program
Local Schools and School Systems
State Organization and Operation
Economics and Finance
Subcommittees as necessary
Subcommittees as necessary
Subcommittees as necessary
Subcommittees as necessary

The State Coordinators. In each state, the coordinator was appointed by the chief state school officer; in several states the appointment was approved by the state board of education. Because of the importance of selecting a competent person to assume this responsibility, a part-time acting coordinator was appointed in a few states to serve during the first few months.

Four of the original coordinators were members of the state department of education staff who were assigned to the project; the other four were recruited to assume this responsibility. Four of the state coordinators have served for the duration of the project; one was appointed to another position in the state department of education after serving for about eighteen months; another accepted a position elsewhere soon after the beginning of the final year. The other two, serving in states where the superintendent is elected by popular vote, were replaced soon after the end of the first year. One of these states had three coordinators during the course of the project.

Each state coordinator served, in effect, as the executive officer for the state advisory committee for the project, as the director and coordinator for the studies that were conducted, and as the liaison with the chief state school officer, the state department of education staff and other organizations and agencies in the state.

In several states, appropriate members of the state department staff were designated to assist the coordinator and advisory or study committees with major studies and with the preparation of reports. In some states, few if any of the state department staff members had more than casual or occasional relations with the state aspects of the project.

The Advisory Committees. During the first year, each state established an "advisory" or "policy and coordinating" committee or council for the state aspects of the project. The number of persons selected for this committee ranged from 15 in New Mexico to 24 in Utah. In six of the states, from 60 to 75 percent of the members were lay citizens and 25 to 40 percent were educators. In New Mexico and Wyoming approximately two-thirds of the members of the committee were educators and only one-third were lay citizens. In most of the states, these committees were constructively and creatively active throughout the project and made many significant contributions.

Study Committees. Each state organized "study committees" to study the needs, with the help of the coordinator and consultants, prepare long-range recommendations and propose implementation priorities for major aspects of education. These committees submitted their tentative reports, including findings and recommendations, to the state advisory committee for suggested revisions and coordination before the final reports were prepared.

In most states, the study committees included more educators than lay citizens primarily because these committees were considering professional educational problems as well as matters of policy. In one state, the study committees consisted largely of members of the advisory committee with a few additions. In another state they were organized on an area basis and each included members of the advisory committee who lived in the area.

In every state at least one committee was assigned the responsibility of studying and preparing recommendations on *the educational program.* Two states organized five or six study committees, each of which was assigned the responsibility for some major aspect of the educational program, such as educational needs of children, youth and adults; emerging purposes, goals, and scope; curriculum and instruction; preparation of teachers and other personnel; supporting services; and appraisal of the educational program and student progress.

Each state also organized one or more study committees concerned with *local schools and school systems for the future;* with *the state role, functions and organization;* and with *the economics and financing of education.*

In all states attention was centered primarily on elementary and secondary education, but the relations with, and implications for, higher education were necessarily given appropriate consideration.

* * *

Section Three

Constraints, Procedures and Activities

The procedures and activities with which any project is involved are necessarily affected to some extent by artificial or natural constraints as well as by facilitating influences and factors. A brief consideration of some of these as they related to the eight-state project, (and may affect similar projects) should provide additional background for an understanding of many of the developments.

FACILITATING INFLUENCES AND HANDICAPPING CONSTRAINTS

When the proposal for this project was developed, the favorable or facilitating influences and factors were more readily apparent and identifiable than the constraints. Many people throughout the nation had become convinced that many of the existing provisions for education were becoming increasingly inadequate, that most schools and institutions of higher learning were not satisfactorily adapting to modern conditions and needs, and that many of the states and the nation would be seriously handicapped unless some major changes were made in the immediate future. Moreover, many people had begun to recognize that most major educational improvements should be planned on a state-wide basis and not be left entirely to local initiative in districts that, in many instances, were inadequate or were so overwhelmed by "crisis problems" that they could devote little or no attention to future needs. Also, funds had become available under Public Law 89-10 to assist states that were seriously interested in planning improvements in education. Thus, the "climate" for initiating a project such as *Designing Education for the Future* was apparently more favorable than it had been at any previous time.

However, the major constraints existing in the eight-state area, and to a greater or lesser extent in each of the states, also need to be considered realistically. *Probably the most serious constraint in any state (or area) lies in the minds and attitudes of people.* As John Gardner has pointed out, many people tend to resist almost every change that might affect them; at the other extreme, some people tend to have a sentimental attitude about change—that is, to welcome change regardless of its merits. Neither attitude is realistic or defensible in a rapidly changing society. Both attitudes are inconsistent with the concept of *planned change* and tend to prevent or handicap *bona fide planning* for improvements in education, or in any other area of social concern.

Fortunately almost everyone connected with this project has recognized that many changes are needed in education, that other changes will be needed during coming years, and that these should be carefully planned. A few have rejected the concept of bona fide study of emerging problems and needs as too slow and have advocated "panaceas" regardless of the evidence. However, some educators and lay citizens have attempted to defend certain outmoded educational provisions, traditions and procedures, often by pointing out the disastrous consequences they think would result from any change. For example, in one state an official of a large corporation charged in a public meeting that the advisory committee and state education officials had unwittingly become involved in a "national plot" to subvert the minds of people. He indicated that if the schools were to undertake to each children to think, the logical next step would be to teach them what to think. He also stated that in his opinion the project should properly be entitled "Scheming Education for the Future" instead of "Designing Education for the Future."

Some of the other constraints are discussed briefly in the following paragraphs:

- In most states the coordinator was encouraged to provide bona fide leadership in planning and coordinating all pertinent studies and activities. However, in a few states, it seemed apparent that studies and activities in certain controversial areas were not to be encouraged.
- Because of limitations imposed by law or policy in some states, the salary of the coordinator, as well as the salaries of other professional employees in the state department of education, was set at such a low level that it was difficult or impossible to attract and retain competent

people unless they were especially challenged by what seemed to be an opportunity to make a significant contribution.

- Since the appropriations in some states were of the rigid line-item type, there was little or no opportunity for the state board or department to provide funds for such non-traditional activities as planning for the future or encouraging promising innovations.
- The only way one state could reimburse the travel expense of people who were willing to contribute time and effort to project activities was through a cumbersome and embarassing contract procedure.
- The restrictions on out-of-state travel in one or two states were so rigid that some state department staff members who were members of committees sponsored by the project found it impossible to attend some of the conferences except at their own expense. The concern about out-of-state travel was so serious in one state that the request of the coordinator for authorization to attend an important planning meeting sponsored by the project was rejected even though project funds had been provided in an amount sufficient to pay his expenses. In a few cases, the provisions for obtaining approval for travel were so cumbersome, the per diem allowances were so limited or the reimbursement procedures so delayed that travel to important meetings tended to be discouraged.
- Some state department staff members and local school officials were so involved in routine matters or "brush fire" problems that they felt they could not afford the time to engage in studies and activities concerned with planning for the future.
- Perhaps one of the most serious constraints grew out of the fact that some people are so immersed in the present and so concerned with traditional activities that they were not in a position to think constructively about the future, to give serious attention to emerging needs, or to consider alternatives that are not consistent with traditional concepts and practices.
- A few state committees, perhaps because reliable data were difficult to obtain, tended to use a "wishful thinking" approach or to rely largely on their own opinions—or biases—in developing proposals and recommendations. Some groups became so concerned with immediate needs that the development of long-range objectives, plans and priorities was somewhat neglected.
- The funds available to the states from federal sources (an average of about $32,000 a year per state for each of the first two years, and about $20,000 for the final year) were not adequate to make possible comprehensive studies and the development of long-range plans during the time available. Only a few states were in a position—primarily because of budgetary limitations—to provide more than token supplementary funds or services. During the second year in particular the failure of Congress to act on appropriations until several months after the fiscal year had begun resulted in considerable uncertainty and delays in some states.

RELATIONSHIPS, PROCEDURES AND ACTIVITIES

In all Title V, Section 505 ESEA projects there are many kinds of important and potentially sensitive relationships, including those between (1) the administering state, the project staff and the U.S. Office of Education; (2) the administering state and the project staff; (3) the administering state and the other participating states; (4) the central staff and the participating states; and (5) the coordinator, chief state school officer and many others in each participating state.

In this project, most of these relationships seem to have been worked out reasonably satisfactory. The relations involving the Office of Education were most constructive and helpful. The representatives from the U.S. Office obviously expected the policy board and staff to assume full responsibility for planning and conducting the project in accordance with the design included in the proposal. The policy board responded to this challenge by adopting appropriate policies and submitting only defensible proposals for needed improvements in the basic design and in the financial support for the project. These policies also helped to facilitate constructive and harmonious relations among the participating states.

The major procedures and activities will be discussed under the headings, "Area Procedures and Activities" and "State Procedures and Activities." However, these were related in many ways.

AREA PROCEDURES AND ACTIVITIES

The general design for the area procedures and activities was incorporated in the proposal and in the policies approved by the board. Fortunately, however, no attempt was made to delineate the details. Thus, the more specific steps and procedures were developed by the project staff with the cooperation of the board, coordinators, and others who were especially interested. Actually, the plans and details for the later phases of the project could not have been developed realistically until considerable progress had been made with the earlier phases and the strengths and weaknesses evaluated. In pioneering projects of this kind, there must be sufficient flexibility that meaningful adjustments can be made on the basis of new information and insights obtained as a result of feedback from the environment.

As the specific aspects of the design were being developed, the following four major conclusions began to emerge—each of which had important implications for the procedures and activities of the project:

1. Before there could be any serious long-range planning in most of the states, substantial numbers of people would need to understand the importance of planning for the future—that is, a favorable climate for planning would need to be developed;
2. Both educators and lay citizens would need to become better informed about the major problems and issues and to be involved in the process of attempting to determine some of the implications;
3. Many people in each state and from the states in the area would

need to learn how to work together effectively and constructively—to cooperate in identifying and studying emerging educational problems and needs and attempting to devise solutions; and

4. A multiple approach would be needed to make this possible; while presentations by leading authorities would be helpful, many people would need to become seriously involved not only in discussions but also in working on problems that were of interest and concern to them and even in reconsidering their own points of view, previous conclusions, and values.

The Area Conferences

A series of area conferences (or more appropriately work-conferences) was planned as one approach. Each of these was devoted to some major area of concern. Usually audio-visual materials were utilized in connection with the presentations or discussions. In addition to the presentations, provision was made for small groups to discuss pertinent issues and to raise questions for further consideration.

Approximately as many lay citizens as educators from each of the eight states participated in all of the major conferences. A number of educational leaders and some lay citizens from other parts of the nation also participated. The project paid the expenses of only a few representatives from each state involved in the project. Most participants in the major conferences, therefore, attended at their own expense or, in some cases, the expense was paid by the organization or agency with which they were affiliated.

Prospective Changes in Society (June, 1966). Approximately 250 people participated in the first conference, held in Denver, Colorado, about 10 weeks after the policy board adopted the basic policies for the project and approved the plan for the conference. Fortunately the leading authorities who made presentations stimulated great interest in future-oriented issues and helped to encourage the studies and discussions that have continued. Attention was focused on prospective changes in society by 1980—a target date agreed upon as most appropriate for all long-range planning activities of the project.

Implications for Education (November, 1966). Approximately 550 people participated in the second conference held in Salt Lake City, Utah. The authorities who made the presentations directed attention to numerous important implications of prospective changes in society for major aspects of education, including higher education.

Planning and Effecting Needed Changes in Education (April, 1967). Approximately 700 people (some 150 from outside the eight states) participated in this conference which was held in Scottsdale, Arizona. The attendance indicated that, by the end of the first year of the project, many people had become seriously concerned about the need for planning improvements in education and wanted to learn more about planning and change processes. This conference was influential in stimulating planning activities in the states and in helping to improve the quality of these activities.

Special Conference: The Educational Program (May, 1967). By the time this conference was held in Cheyenne, Wyoming, study committees concerned with planning improvements in the educational program had been organized and had begun work in each state. About 80 members of these committees and of state advisory committees participated in this timely work-conference. Attention was given to needed changes in all aspects of the educational program and to ways of planning to implement these changes. One session included an amplified telephone discussion of emerging issues with two consultants in other states. The discussions at this conference provided new insights and impetus for the study committees that were concerned with planning needed changes in the educational program.

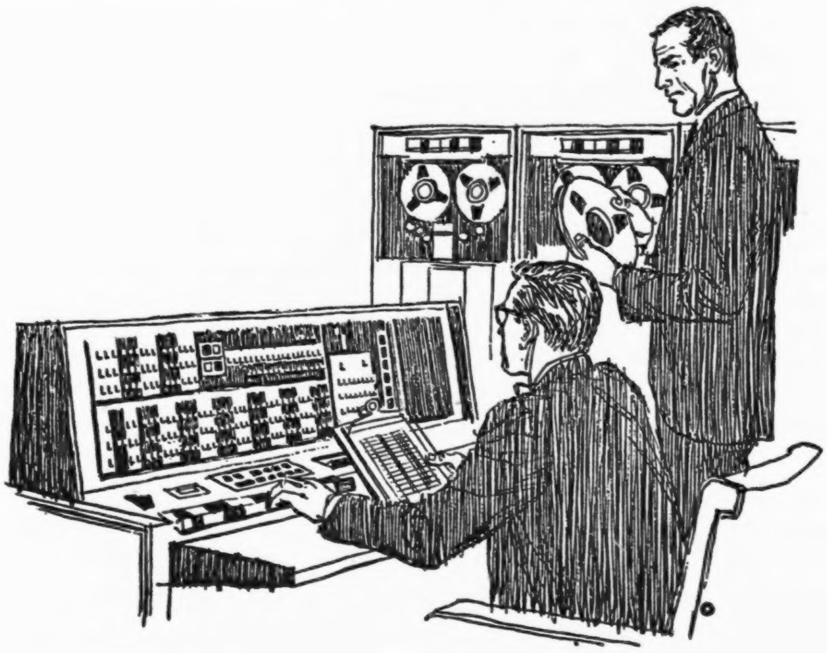
Special Conference: State Advisory Committee Members (October, 1967). This special conference, held in Las Vegas, Nevada, was planned primarily for the advisory committees from each state, but included some study committee members and the consultants working with the various state committees. About 125 people participated in this conference. The major purpose was to give advisory committee members and the study committee representatives an opportunity to become more familiar with developments and problems in the various states and to benefit from the suggestions of the consultants and other state groups.

"High Level" Conference: Cooperative Planning (November, 1967). One purpose of this conference, held in Denver, Colorado, was to involve the state governors or their representatives and some legislators in working with advisory and study committee representatives in considering further steps in cooperatively planning improvements in education. The 175 participants devoted most of their time and attention to reviewing, in state groups, the progress made and the problems encountered up to that time, and to planning further steps. Interestingly, three of the state groups had

arrived at the conclusion that the method for selecting the chief state school officer in their respective states should be changed from election by popular vote to appointment by the state board of education. This conference helped many of the participants to recognize that the basic policy decisions relating to education are made in the political realm rather than by educators. On the day following the conference the staff, the coordinators and two additional representatives from each state participated in a special seminar on *communications* arranged by the Mountain States Telephone Company. This seminar was designed to provide background and information to assist in planning the later conference on planning for effective utilization of technology in education.

Conference on Emerging Designs (March, 1968). One major purpose of this conference, held at Albuquerque, New Mexico, was to help advisory and study committee representatives to consider some of the emerging issues relating to local schools and school systems, state responsibilities for education, and the economics and financing of education. Another purpose was to familiarize the approximately 175 participants with feasible alternatives in each of these areas and with the potential advantages and disadvantages of each alternative. Some valuable insights and concepts ensued from these discussions, and planning in these areas was facilitated accordingly.

Conference on Technology and Education (May, 1968). The major purposes of this conference, held in Denver, Colorado, were to help the approximately 500 participants, many of whom were from states outside the area, (1) to understand better the potential contributions—and the limitations—of technology to education, and (2) to emphasize the importance of, and provide some guidelines for, state-wide (and in certain respects, area-wide) planning for the most effective utilization of technology in education. Various technological devices were used in connection with



the presentations and discussion groups. In addition, on the final day, amplified telephone communication, supplemented by appropriate visual materials, was used to involve some 2,500 people in 22 other centers in the eight states in the presentations, with provision for questions from each center. Only part of the experiment was successful, largely because a telephone strike was in progress. Fortunately alternate related programs had been arranged at most centers for that period.

Special Training Conference: Use of the Systems Approach in Planning (November, 1968). In a major attempt to provide six representatives from each of the eight states with an additional understanding of *how* to utilize a systems approach to planning, a week-long work conference on planning and the planning process was held at the Stead Campus of the University of Nevada. The basic objectives were as follows:

1. To provide selected people (who have some responsibilities for planning) from each of the participating states with information relating to the planning process itself, including goal identification, analysis procedures, design strategies, implementation and evaluation;
2. To provide information relating to identification, appraisal and utilization of reasonable alternatives;
3. To demonstrate, through actual developmental procedures, the systems approach to the overall planning process; and
4. To help to prepare a cadre of people within each of the participating states who would be capable of assisting others in the planning process.

A total of 59 people, including participants from the eight states, consultants and project staff members, participated in this work-conference. In addition to gaining a thorough understanding of the planning process, each state group identified a problem area relevant to the state, and, with the help of the consultants, developed plans for dealing with the problem. Each step was reviewed by the total group at regular intervals throughout the conference and modifications, based on suggestions by the consultants and members of the group, were made as deemed necessary. This procedure gave each of the state groups the opportunity to work through the process of systematic planning, and to develop a model that would be appropriate for the state's needs. Under the guidance and leadership of nationally recognized leaders in the field of planning, the state groups learned that planning is a process—a tool or a means—by which objectives may be better defined and attained.

The Governors' Conference on Education for the Future (December, 1968). This conference, held in Salt Lake City, Utah, was the final one in the series. About 450 people participated, including governors or their representatives and several legislators. Many people involved in the project had become convinced by that time that some of the needed changes in instruction and learning are not likely to be made in many school systems unless significant improvements are affected in the pre-service and in-service education of educators. The first day was devoted to a consideration of challenging issues in this area that were raised by the consultants and participants. A panel of college and university presidents and deans then discussed alternative ways of dealing with these issues. On the second and third days, a panel of governors and legislators, and another panel of chief state school officers gave their reactions to methods of resolving issues raised in filmstrips prepared by the project staff, and by discussion groups, on local and state organization and operation and on the financing of education. These discussions were designed to help the state committees prepare to complete their studies and develop meaningful reports and recommendations in these areas.

Publications

The plans for the major conferences and the provisions for conference publications have been closely related. Competent authorities were selected to prepare papers appropriate for the conferences and also for the publications. Each was advised that his paper should communicate effectively to informed lay citizens as well as to educators. Each publication has included additional or supplementary papers in an effort to assure that all pertinent aspects are considered.

Only 6,000 copies of the first report were printed but the demand was so great that the supply was soon exhausted. Thereafter the number of copies printed was increased with each new publication until the maximum permitted by the revised budget (8,600 copies) was reached with the sixth report. In each case the project supply was exhausted within a short time after the report was printed. Approximately 6,000 copies of each report were made available to the participating states and distributed in each of those states by the coordinator and chief state school officer. They were widely read and discussed and helped considerably to increase the understanding of developments and issues and a recognition of the need for planning and change. The other copies were made available, on request, to colleges and universities, state departments of education, other organizations and interested individuals throughout the nation and in several other countries.

The titles of the seven conference-related reports published by the project and dates of publication are:

1. *Prospective Changes in Society by 1980* (August, 1966)
2. *Implications for Education of Prospective Changes in Society* (January, 1967)
3. *Planning and Effecting Needed Changes in Education* (June, 1967)
4. *Cooperative Planning for Education in 1980: Objectives, Procedures and Priorities* (January, 1968)
5. *Emerging Designs for Education: Program, Organization, Operation and Finance* (May, 1968)
6. *Planning for Effective Utilization of Technology in Education* (August, 1968)
7. *Preparing Educators to Meet Emerging Needs* (March, 1969)

Fortunately each of these reports has been republished by Citation

Press of Scholastic Magazines[3] and copies continue to be available from that source.

These reports have attracted much favorable attention. Excerpts from some of the reviews and unsolicited comments are given in the appendix at the end of this section. Portions of some reports have been translated for publication in other languages.

Films and Sound-Filmstrips

Three half-hour video tapes on planning and change were prepared during the third conference at Scottsdale. One dealt with basic concepts relating to change, a second with planning and change in local school systems and the third with the role of state educational agencies in facilitating planning and change. The chief state school officers and members of the project staff served as interrogators and the consultants for the conference discussed the issues. Films (16 mm. with sound) were made from the video tapes and a copy provided for use in each state.

In order to encourage more wide-spread discussion of some of the important issues with which the project was concerned, the staff helped to develop the following five sound-filmstrips (approximately 20 minutes each):

For the Future: The Design of the Project (Brings out some of the basic issues and explains the procedures)

The Educational Program for the Future (Some of the issues and alternatives)

Close to the People—Local Schools and School Systems for the Future (Basic issues and alternatives)

Emerging State Responsibilities for Education (Major issues and alternatives)

Investing in the Nation's Future (Basic issues and alternatives in the economics and financing of education)

Ten copies of each filmstrip were made available to each of the participating states and have been widely used and discussed. The loan copies prepared for the central office have been scheduled several months in advance for use in other states and in colleges and universities throughout the nation.[4]

Related Developments and Activities

The wide-spread interest in this project has been evidenced by numerous letters of inquiry from people in many states and several other countries, by frequent telephone calls, by personal visits, and by reviews or comments in important publications.

The chairman of the policy board was asked to discuss the project at a UNESCO conference in Paris during the summer of 1968. Members of the staff, coordinators and others connected with the project have also been invited to discuss the concepts involved with university staff members and students, state departments of education and at meetings of lay and professional organizations. Some state and local school officials have also indicated their interest in developing smaller scale projects based on the concepts utilized by the project, *Designing Education for the Future.*

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[3] Citation Press, Scholastic Magazines, Inc., 50 West 44th Street, New York, New York 10036. Excerpts from these publications are presented in Section Four.

[4] Copies may be obtained from the producer, J. Richard Andersen, *Aids to Motivation*, 574 East Second South, Salt Lake City, Utah 84102.

External Evaluation

At their final meeting in Salt Lake City, the members of the policy board who were present unanimously and enthusiastically adopted a resolution requesting the staff to arrange for an impartial evaluation of the project by competent authorities from outside the area who had not been closely connected with the project. The policy board members stated that they believed not only the eight states but other states and groups as well could benefit from such an evaluation. The report of that evaluation is included as Part Three of this publication.

STATE PROCEDURES AND ACTIVITIES

As previously noted, a major objective of the project has been to encourage and help each state to develop and begin to implement a defensible long-range plan for improving education, and, in the process, to strengthen its leadership and services for improving education. It would have been logical to assume that each participating state would accept and attempt to achieve appropriately related objectives. In every state at least the verbal expressions were consistent with this assumption. In all but a few states, the state board of education and the chief state school officer encouraged and supported the efforts of the coordinator and of the advisory committee, and gave ample evidence of agreeing with the major objectives.

There are many factors that influence developments in any state involved in a project such as *Designing Education for the Future,* including:

1. The readiness of people to recognize the implications for education of actual and prospective changes in society;
2. The ability and interest of the coordinator and members of the committees that are established;
3. The ability of the area staff to work effective with lay citizens and educators without creating confusion and antagonisms;
4. The extent to which members of the state department staff and other educators are encouraged to participate actively and on a bona fide basis in the necessary studies.

Perhaps the most significant background factor in every state is the attitude and stance of the chief state school officer, and, in some cases, of the state board of education. Risk money and talent are needed in an effort to effect improvements in education, but in some situations where the climate is unfavorable there seems to be little hope of promising returns except perhaps from a long-range point of view.

Some of the most important procedures and activities in the states which participated in this project are discussed briefly in the following paragraphs. These and others of significance are discussed in greater detail in Part Two of this report.

History of Change. As a means of providing some perspective for later studies and developments, every state coordinator undertook to make, or to arrange for, a historical study of significant changes in education in the state. In most states, this study was made while the advisory and study committees were being organized. In a few states, these studies were made by historians or others who were more interested in details and scholarly documentation than in identifying significant changes that were made, how they were brought about, and some of the implications. However, most reports gave some insights that helped members of the committees and others to recognize that one or more major changes had occurred and that these had important implications for education. Interestingly, and perhaps significantly, most of these changes seem to have been effected primarily by leaders in the state (often with the assistance of consultants) on the basis of internal studies and related developments, rather than as a direct result of studies made by outside experts who did not meaningfully involve people in the state in the studies.

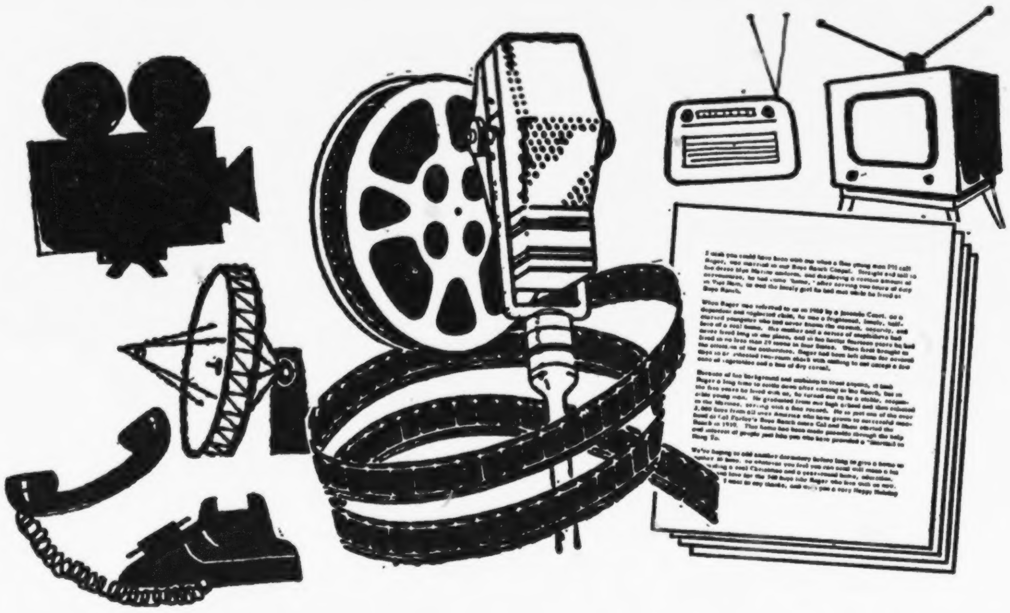
Attitudes Relating to Change. During this early phase of the project each state coordinator also made, or arranged to have made, a limited study to determine the opinions of representative lay citizens and educators in the state about the strengths, weaknesses and needed changes in education. In a few states the returns were too limited to have much significance. In most states, however, the returns indicated an awareness on the part of many people of certain weaknesses and a recognition of the need for some changes to be made both locally and at the state level. One of the purposes of this study was to attempt to determine the readiness of some of the leaders to recognize the need for planning improvements in education.

Out-of-State Consultants. The budget included sufficient funds to enable each state to obtain the services of an out-of-state consultant for several days each year if it desired to do so. In several states these services were very helpful to the coordinator and to the advisory and study committees. In a few states the services were used only to a limited extent or appeared to be of little value. Apparently this situation developed either because some of the state officials did not consider such services to be essential, or because the consultant selected had too many other commitments with a more attractive honorarium, or was not especially interested in the process of working with lay citizens and educators who were attempting to learn how to plan effectively.

Advisory and Study Committees. In most states, the advisory and study committees made significant progress and contributions. In several states, the committees were handicapped because the information available was inadequate and the time and funds did not make it possible to obtain more extensive or valid information. Another handicap in some states arose from the fact that the funds available to pay travel expenses were so limited that the number of meetings had to be kept to a minimum. However, considerable progress was made by most of these committees in every state.

Reports. In every state, reports were prepared on the basis of the work of these committees and the coordinator, and several of these have been published. In some states, members of the state department staff were assigned to help to prepare the reports; in a few states funds were provided to obtain the services of someone to help prepare the reports; in others the reports were prepared by members of the committee who donated their time. Further information regarding the reports prepared in each state is given in Part Two.

Dissemination. Each state made extensive use of the project publications, filmstrips and other similar materials for disseminating information about the basic concepts, procedures and objectives. A few states prepared special filmstrips and other appropriate materials about their own procedures and accomplishments for wide dissemination and use. Some arranged special conferences and "hearings" in various sections of the state and thus involved substantial numbers of people in the discussions and reactions before the reports and recommendations were finalized.



Implementation. Even when substantial numbers of people in a state have reached the conclusion that certain changes in education are urgently needed, there is no assurance that these changes will be made promptly. Most proposals for significant changes in education are likely to become controversial because: (1) some people have a vested interest in maintaining the situation as it has been (but usually give some other reason for their opposition to change); (2) others may not be convinced by the evidence showing that the change would constitute an improvement; and (3) still others draw upon their imaginations, stimulated by their fear of change, to project unfortunate consequences for their children or for the state and the nation.

In every state, some needed changes in education can be implemented without waiting for changes in state laws. Others cannot be made without new legislation or even a revision in the constitution. This distinction is not always understood, or may be clouded by the insistence of some people that the proposal cannot be implemented "because it has not been authorized by the legislature."

All that is required for many proposals for improving education to be implemented in a class, a school or a school system is the recognition by a teacher or group of teachers, an administrator or, in some cases, by the board of education that the traditional practice or procedure is no longer adequate or appropriate, and a willingness to utilize a different practice or procedure shown by valid evidence to be more appropriate. When additional funds are needed or new legislation is essential, the process of effecting improvements is much more complicated and usually requires considerably more time.

During the time-span covered by this project many improvements have been made in numerous schools and school systems in almost every state. Some of these are clearly project-related; others have come from Title III (ESEA) or other projects and developments.

Some project-related improvements in local schools or school systems have been encouraged or sponsored by state agencies for education. These include the pilot projects involving new staffing patterns and individualization of instruction in selected schools in Utah and Colorado, and the development of "exemplary" kindergartens in a few schools in Wyoming. Since the project was inaugurated in 1966, Colorado, Idaho, Nevada, New Mexico and Utah have developed, or are in process of developing, planning units or capabilities in their respective state departments of education to facilitate state wide long-range planning and to assist local school districts

to plan more effectively for the future. These developments were stimulated by this project and facilitated by other related developments.

Thus far, comparatively few significant improvements have resulted from legislative enactments in any state, although several proposals for important changes have been considered or are about ready for consideration.

The implications of project activities for legislation in the various states can only be determined after more time has elapsed—perhaps, in some states, only after several more years have been devoted to study and consideration of the proposals.

Appendix

EXCERPTS FROM REVIEWS AND UNSOLICITED COMMENTS

REVIEWS

From its headquarters in Denver, *Designing Education for the Future* has issued a steady stream of reports, each a collection of papers by various experts. The first volume gave a general picture of society in 1980. The second discussed the implications for education of the changes leading to that society.

A third volume, *Planning and Effecting Needed Changes in Education,* describes the processes by which American education may be changed to cope with the future.

In a fourth volume, *Cooperative Planning for Education in 1980,* Edgar L. Morphet, director of *Designing Education for the Future,* expresses his philosophy in these words:

> Some people may be concerned that planning for improvements in education may result in a planned society, or in an educational program blueprinted by planning experts who rely on automated machines that provide "the answers." However there is a vast difference between a planned society and a planning society.
>
> In the planning process there are appropriate—and inappropriate—roles and procedures for various kinds of experts and specialists, for educators and for lay citizens, and for the use of computers and other machines and their products. The planning experts and other appropriate specialists—utilizing any tools or machines they find helpful—may assemble and analyze data, make projections, identify feasible alternative goals and procedures and ascertain *the implications of each alternative.* However, they should not attempt to determine either the choices to be made or the basic actions to be taken. These decisions must be made by the people or their representatives who are responsible for determining the basic policies for education.

The Futurist, June, 1968, pp. 49-50.

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Helpful publications by the future-planners range from the statistical projections of enrollments, teacher supply, and finances issued by the U.S. Office of Education (*Education in the Seventies,* U.S. Government Printing Office, 40 cents) to the utopian model described by George Leonard, who foresees "children wandering as 'free learners' from one educational environment to another." (*Education and Ecstasy,* Delacorte Press, $5.95). The author, longtime education writer for *Look Magazine,* bases his projections on three assumptions: (1) The human potential is infinitely greater than we have been led to believe, (2) Learning is sheer delight, and (3) Learning itself is life's ultimate purpose. Between these extremes are such solid forecasts, linking the present with the probable future, as *Emerging Designs for Education,* edited by Edgar L. Morphet and David L. Jesser (*Citation Press,* 1968, $2.00). This thoughtful book, the fifth volume in a series titled *Designing Education for the Future,* points the directions in which school program, organization, operation, and finance are evolving.

National Association of Secondary School Principals,
No. 85, November-December, 1968. p. 1.

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Campus 1980, edited by Alvin C. Eurich, and *Designing Education for the Future No. 5: Emerging Designs for Education*, prepared under the direction of Edgar L. Morphet and David L. Jesser, are designed to provide their readers with conjectural maps of the terrain of education in the next decade or two. Both publications make interesting and valuable reading. The editors have not only assembled blue-ribbon writing teams; the authors, on the whole, do a good job of letting their imaginations rove with respect to what *may* occur in the next two decades. Even more impotant, they do so without abusing probability.

For the professional educator, *Emerging Designs . . .* tends to be the more applicable of the two volumes, since it is directly concerned with forecasting future dimensions of U.S. public education—program, structure, and financing. *Campus 1980* is more varied. It often deals with conjectures that trigger interest and uses the frustrating technique of raising more questions than it answers. In short, both books are excellent acquisitions for the schoolman's library but for different reasons.

Harold G. Shane, *Professor of*
Education, Indiana University

Phi Delta Kappa, December, 1968, p. 238.

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Taken together, the studies [*Prospective Changes in Society by 1980*, and *Implications for Education of Prospective Changes in Society*] point up several conclusions:

1. Society will require each individual to be educated to the maximum of his capabilities.
2. Education must be a lifelong activity so that each individual can meet the requirements of job changes as well as increased leisure.
3. Technology, particularly computer technology, holds forth the promise of solving some of education's problems.
4. A larger share of national resources will have to be allocated in support of education.

Sidney Forman, *Teachers College,*
Columbia University

The Library Quarterly, Volume 38—Number 2, April, 1968, pp. 199-200.

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Educators should greet with pleasure and appreciation the two volumes prepared by the project of the eight Western states (Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, Wyoming), *Prospective Changes in Society by 1980* and *Implications for Education of Prospective Changes in Society*. It is particularly helpful to have these available from Citation Press, a division of Scholastic Magazines in New York City, after a period in which the books seemed to be an educational version of an underground press classic heard of largely by word-of-mouth at conferences and described as available through the editors at a Denver address which the speaker usually could not recall!

The two books, skillfully prepared by editors Edgar L. Morphet and Charles O. Ryan, are invaluable resources useful to a variety of specialists in education. This reviewer, for instance, found them useful along with broad sources in developing his own *The Year 2000: Teacher Education*, published by Indiana State University.

William Van Til, *Coffman Distinguished*
Professor in Education, Indiana State
University, Terre Haute

Educational Leadership, February, 1969, p. 521.

UNSOLICITED COMMENTS

One of the most imaginative projects supported under Title V is *Designing Education for the Future*. The purposes of the project, covering eight Rocky Mountain area states, are noteworthy. It is the only regional attempt that has ever been made to anticipate the changes that are likely to occur in society and to assess the implications of such changes for education, especially education in that region. The project is serving as a substantial stimulus to the thinking of professionals and laymen interested in education; it represents the kind of pre-policy reflection that has not been present in the past. Each of the eight states should be in a better position to move forward with individual state planning as a consequence.

Luvern L. Cunningham, *Dean,*
School of Education, The
Ohio State University

[*Implications for Education of Prospective Changes in Society* (Denver, Colorado: Designing Education for the Future, 1967), p. 189.]

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I have been reading parts of the report [*Implications for Education of Prospective Changes in Society*] since receiving it a week or so ago, and find it good. It assembled some of the best thinking into the future that we have anywhere, and should be stimulating to all of us.

Edgar Fuller, *Executive Secretary,*
Council of Chief State School
Officers, January 26, 1967

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We are happy to note that an eight-state project on "Designing Education for the Future" has been launched in the USA. We have come across two reports prepared for the first and the second area conferences related to this project. . . . These reports will be of immense use for us in the Educational Planning Unit in this Department.

S. N. Mukerji, *Head of the*
Department of Educational Administration, New Delhi, India,
February 4, 1967

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I have found these volumes to be of uniformly high quality. I am impressed with your ability not only to attract speakers of distinction, but to demand and get from them papers of high quality. Sometimes the "headliners" do not always deliver as they are able, especially when they are talking to audiences somewhat different from those they usually wish to make an impression upon.

John D. Herzog, *Harvard University*
February 28, 1967

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I have been astonished at the magnitude of the Project you have undertaken and thrilled by reading your progress and conclusions. One fact alone—that 60% of children now in school will be placed in jobs that have not yet been invented—gives enough food for thought for many days.

Cecil Sinnamon, M.D.
Brisbane, Australia, March 8, 1967

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Your publication, *Prospective Changes in Society by 1980,* is the most exciting work I have seen in a long time. I am sending you the names and addresses of some 40 persons in this country and abroad whom I think should receive your book. These people are outstanding leaders in government or industry.

John Dixon, Manager, Washington
Office, Xerox Corporation
December 6, 1967

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There should be a center permanently and continuously engaged in the kinds of societal projections and educational extrapolations sought in the present eight-state study. The techniques of this project are so clear and sensible that I need not dwell on details. The core of my recommendation is that the process be made continuous and that the center be independent of any single state or of direct federal sponsorship.

John I. Goodlad, *Professor of*
Education and Director, The
University Elementary School,
University of California,
Los Angeles

[*Implications for Education of Prospective Changes in Society* (Denver, Colorado: Designing Education for the Future, 1967), p. 59.]

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I have nearly finished reading the excellent book on the shape of things to come in 1980—a most valuable approach. The whole conception of the study seems to be remarkable. We have just set up in the Department a Planning Branch to try to do the same sort of thing and it is giving us a great many headaches! I am extremely interested to hear how you get on to the next (and I suspect, more difficult) stages of your cooperative investigation.

Toby Weaver, *Deputy Minister of*
Education and Science
London, England, December 23, 1967

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This report [*Cooperative Planning for Education in 1980*] has elicited a great deal of interest and appreciation on the part of our staff and the Planning Committee of the Board of Directors.

Lyle W. Ashby, *Deputy Executive*
Secretary, National Education
Association, Washington, D. C.
March 14, 1968

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The work of the Eight-State Project is indeed impressive. The reports already published are most informative and should be very useful. I found not only the papers at the conference but the various points of view expressed by both professionals and laymen during the discussion groups were most stimulating.

Meredith P. Crawford, *Director,*
Human Resources Research Office,
Alexandria, Virginia, May 7, 1968

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We have been reading with considerable interest the papers published in the "Designing Education for the Future" series. . . . The editorial board of our management journal *Synopsis* would greatly appreciate being allowed to give them further consideration. . . . Would you be so kind as to let me know whether and how we could receive permission to reprint [a French and Dutch translation of] this contribution.

H. Delnooz, *Editor, Establissement*
d'utilité publique
Office Belge Pour L'Accroissment
De La Productivité
Bruxells, Belgium, May 28, 1968

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I am extremely grateful for your kindness of sending me the publications from your Project. We are just about to start a similar venture but I would guess that *no tangible outcomes will be available until 1970.*

Torsten Husen, *Department of*
Educational and Psychological
Research, Stockholm, Sweden
July 26, 1968

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I certainly want to congratulate you and your colleagues on the excellent job you are doing with the project, Designing Education for the Future. I have read with real interest the previous publications and look forward to receipt of the sixth publication entitled *Planning for Effective Utilization of Technology in Education.*

I am not at all surprised that your supply of these publications was soon exhausted or that Citation Press of Scholastic Magazines has accepted the opportunity of republishing all of them. They deserve a wide distribution.

Maynard Bemis, *Executive Secretary,*
Phi Delta Kappa, September 16, 1968

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I think you have contributed one of the most important elements in the advancement of education for a long time. Your design reflects courage, vision and a daring departure from the status quo.

Alonzo G. Grace, *Former Dean of*
Education, University of Illinois,
November 8, 1968

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Your volume *Planning for Effective Utilization of Technology in Education* more than upholds the reputation already established by previous ones.

Both Dr. DeBernardis and I feel that it is among the most significant publications in the media field of the decade, and will do much towards moving the field into a much truer and more effective relationship within the broader areas of education.

Henry C. Ruark, *Editor, ESAVG,*
Salem, Oregon, January 16, 1969

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But by far the most notable and far-reaching effort to date has been the eight-state project, *Designing Education for the Future,* which has sponsored a series of conferences, publications and other related activities. In scope, depth and impact, this project is likely to be, for some time, the most influential effort in the area of educational planning for the future.

Richard C. Lonsdale, *Professor of*
Educational Administration,
New York University

[*Preparing Educators to Meet Emerging Needs* (Denver, Colorado: Designing Education for the Future, 1969), p. 20.]

* * *

Section Four

Important Concepts and Insights*

During the three and one-half years this project has been in operation, leading authorities from throughout the nation were invited to prepare future-oriented papers on a wide variety of topics relating to the purposes and concerns of those involved in the project. Fortunately almost everyone invited to prepare a paper was in a position to accept the responsibility and made an important contribution to the insights and thinking of thousands of educators and lay citizens.

All of the 85 major papers and most of the 30 supplementary and special papers were included in the seven publications briefly discussed in Section Three. Nearly one-half of them were presented and discussed at the major conferences. The concepts and insights provided by these papers and the ensuing discussions constituted much of the background and provided many challenges for the work of the advisory and study committees in each participating state, and have been helpful to numerous people in other states.

In this section an attempt is made to present briefly some of the most significant concepts and insights. Many others probably are equally important—or may even be more important for some people—but, because of space limitations, cannot be included in this brief summary. In each case, a reference has been given to the volume and page or pages from which the comments have been derived.

THE CHANGING SOCIETY

Attention was first centered on prospective changes in society because most of these changes have important implications for education. In this rapidly changing society, traditional provisions for education not only will fail to meet emerging needs of children and youth, but also will handicap the development of the state or even of the nation. Some of the most important prospective changes in society, as seen by leading authorities, are presented briefly below:

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*This section was prepared primarily by David L. Jesser, Assistant Director for the project, and Arthur P. Ludka, Colorado State Coordinator.

. . . for the first time in history man has the conviction, realistic and strong, that he has won freedom from time, from the terror of history, the despair, the futility, the endless and pointless repetitiveness. For him there is, instead, the determinate openness of history. He can hold his future in his hands! (Meadows: 6, p. 2)*

The time is long past when people in this country can afford to plan their lives and activities against a time perspective extending only a few months or a few years ahead. (Fisher: 1, p. 7)

Growth . . . requires a willingness to accept change—change in the social order; change in business activity; change in public services; change in political values. To the extent that the public does not believe in the future and is unwilling to accept change and its costs, we face serious impediments to growth. (Wheaton: 1, p. 142)

. . . the greatest threats to life and health are created by man himself; they can only be combatted successfully by changes in deeply ingrained attitudes and behavior. (Hilleboe and Trussell: 1, pp. 58-59)

Conservation now and for the future will be at least as much involved in preserving the quality of the natural environment as it will be in maintaining a capacity to produce quantities of goods. (Fisher: 1, p. 14)

The old political boundaries—federal, state, local—no longer make sense as a means of bringing new knowledge and skills to every community. (Hilleboe and Trussell: 1, p. 71)

. . . the major task of international politics is to prevent total destruction, and the major task of philosphers and educators is to prevent total meaninglessness. (Colm: 1, p. 90)

. . . by 1980 the total amount of [non-redundant] information [will nearly double, and] will amount to 2 x 10^{15} [or two quadrillion] bits. . . . There appears the possibility that a reasonable number of direct access computers will suffice to store and process in "real-time" all the significant information now in the world's libraries. . . . The advent of large information files in local, state, and national government agencies brings with it the problem of controlling the use of these files. . . . A major problem for our society is to use such files for beneficial purposes to the fullest extent, but to preserve equally completely the civil rights of the individual citizen. (Knox: 1, pp. 221 and 230)

The significance of the introduction of computers into communications systems is that it becomes possible to do more than merely send information over distances. . . . One of the more interesting fields of research is that of the problems of communications between man and machines. . . . The future applications of this new communications capability will touch virtually every aspect of our lives. . . . We are today rapidly approaching a capability of communicating any type of intelligence in any desired quantity over any distance. . . . The revolutionary advance in communica-

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*Citations refer to the author and volume number (see p. 25 of this report), and the page on which the comment can be found.

tions . . . cannot safely be considered merely as an improvement in services or the introduction of versatile new electronic gadgetry. . . . Impressive and sophisticated it certainly is, but its ultimate use is of far greater significance. However it is employed, the communcations capability of 1980 can change the course of the world. I hope that mankind will find a way to use it wisely so that the changed world will be a better world with better understanding among all peoples. (Smith: 1, pp. 174, 175, 177 and 179)

There is . . . something fundamental in the nature of an evolutionary system which makes exact foreknowledge about it impossible, and as social systems are in a large measure evolutionary in character, they participate in the property of containing ineradicable surprise. . . . In practice, the main cause for failures in prediction is a sudden change in the characteristics of the system itself. Such a change has been called a "system break". . . . The growth of knowledge and technology is as much subject to system breaks as other systems. . . . System breaks, unfortunately, . . . are virtually impossible to predict in advance; they are even difficult to detect after they have happened for some time, because in the short run it is virtually impossible to distinguish the beginning of a new long-term trend from a strictly temporary fluctuation. (Boulding: 1, pp. 199 and 203)

. . . the undermining of authority . . . lays new responsibilities on the moral imagination. It requires the internalization of ethical sensitivity and values, without which ethics degenerates into rigid obedience to increasingly irrelevant authority or into capricious choices that can be disastrous in so complex a society as ours. . . .

. . . an ethic for our time requires a scientific awareness of empirical evidence and an equally scientific readiness to project new possibilities and courses of action. Yet, since ethical decisions involve a valuational component that cannot be reduced to fit any of the standard models of scientific method, they require also the imagination of the artist and the prophet. (Shinn: 1, p. 259)

It must never be forgotten that the ultimate thing which any society is producing is people. All other things are intermediate organizations. No matter how rich we are or how powerful we are, if we do not produce people who can at least begin to expand into the enormous potential of man, the society must be adjudged a failure. (Boulding: 1, p. 212)

Some of the prospective changes may be beneficial to society from a long range point of view; others may be harmful. Man, to some extent, can control the nature and direction of changes. With increased knowledge and understanding he should be in a constantly improving position to plan and prepare for those changes that are beneficial and to avoid some that could be disadvantageous or even disastrous. Thus, today's greatest hope and most urgent need is for a constantly improving and more realistic program of education for every member of society. (Morphet and Ryan: 1, p. 1)

IMPLICATIONS FOR EDUCATION IN A CHANGING SOCIETY

Most people would agree that many changes in education are urgently needed; at the same time, there is much confusion and little agreement as to *what* changes should be made. Relatively little attention has been given thus far to the relationship between changes in society and the changes needed in education. Therefore, after having examined the major changes that are likely to occur in society in the relatively near future, attention needed to be directed to the implications of these changes for education. Some of the major implications are as follows:

. . . education is experiencing a value crisis from which it may emerge as a very different institution [*and*] *much of the future of the country and of the world depends upon the outcome. . . . To what extent and how should we be educating young people to adjust themselves to their environment and to what extent and how should we be educating them to adjust their environment to themselves? . . . If the schools cannot respond well enough to the demand for change, the social structure of which the schools are a part may become the target of revolutionary change. . . . The school system has its choice: change well and willingly (via good decision processes) or be progressively invaded or displaced.* (Adelson: 6, pp. 232, 233)

Prospective changes in society reinforce the necessity of developing for the management of education—professional-level competence in the discipline of planning. (Haskew: 2, p. 30)

Procedures will need to be discovered to improve the rationality of decisions and choices. (Miller: 2, p. 21)

While policy research makes use of systems concepts, it may equally well employ sociological, psychological, ecological, and humanistic frameworks. It recognizes that policy decisions [*relating to education*] *are made in a context of conflicting sets of values and interests, and in the presence of a multiplicity of competing interests. Its aim is to bring all available relevant information to bear on illuminating policy decisions.* (Harman: 6, pp. 250-251)

It is unlikely that the children in our schools will ever have the kind of education they deserve until those who teach and those who administer resolve their organizational problems and achieve interpersonal effectiveness. . . . When we are ready to invest as much in personnel development as we are in technology and program development we may begin to release the creative talents of those who work in our educational institutions. . . . (Howsam: 3, pp. 80, 81)

A major concern of educational governments should be to develop and maintain personnel policies and practices that will free educational personnel to make appropriate responses to societal change. (Fawcett: 2, p. 201)

Schools have professed to equip young people to cope with a changing society. But seldom, if ever, have they manifested genuine intent by match-

ing this profession with determination and implementation. (Haskew: 2, p. 31)

We do not have widely accepted means for reaching children whose background has given them little or no basis for school work. To reach all or nearly all of these children is a new educational task of our schools. (Tyler: 2, p. 38)

. . . programs of the future will have to give far more attention to the learning environment as it affects the ego-development and self-concept of disadvantaged children, especially those from racial and ethnic minority groups. Attitudes and biases of teachers—conscious or not—shape behavioral patterns in children. (Passow: 2, p. 94)

Every child must have an opportunity to participate in the kind of educational programs that enable him to develop his potential as a productive, contributing, self-respecting member of society. (Goldhammer: 4, p. 90)

Schools at all levels must develop means to convey some sense of the functioning of the American system to their students, not along the simplistic lines of the past, or for reformist purposes as so frequently has been the case in recent years, but to give them an understanding of a very complex system of government so that they may function as intelligent citizens within it. (Elazar: 1, p. 118)

Educators must recognize at the outset that leadership for educational change involves political leadership . . . politics . . . should be perceived as a necessary procedure for making decisions in a democracy. . . . (Kimbrough: 3, pp. 115-116)

It is only through participation in some form of political activity that proposals regarding such matters as proposed changes in our public schools . . . can be defined, debated and tested. (Campbell: 3, p. 156)

As new demands for education arise, the quality of lay leadership will need to improve. (Cunningham: 2, p. 193)

The problem of the American school system is to create situations within the schools and colleges in which the individual student can find his own identity and can establish ways of linking himself with others in some form of intellectual and social community. (Taylor: 2, p. 291)

Perhaps the greatest challenge of the future for technologically advanced societies is to devise methods of policy formulation and institutional arrangements that can cope with the already enormous and steadily growing interdependence of social systems. Education, surely one of the most vital components of this system, must not lag in expanding the frame within which its decisions are made. (Miner: 2, p. 323)

PLANNING FOR THE FUTURE

Until recently many people would have opposed any proposal that stressed the need for planning for the future. Such opposition to planning is decreasing as growing numbers of people become aware of the adverse consequences that can result from a lack of bona fide planning.

Many changes will occur with or without planning, but with adequate planning it is possible to project alternative goals and courses of action. Many of the tools and skills that are necessary for effective planning are available, and can be utilized to anticipate difficulties or problems that are likely to occur.

Better and more deliberate planning in the future can help to assure that the education of tomorrow will be more adequate than the education provided in the past or even in the present. It is apparent, therefore, that the *planning process* needs to be emphasized and understood if we are to effect needed changes in education.

A major purpose of planning is to determine what changes are needed and to attempt to ensure that those changes are made promptly and rationally. (Morphet and Jesser: 4, p. 7)

. . . planning needs to focus importantly on the human factors and to anticipate long-term changes which will occur in social value systems that importantly regulate human conduct. (Carpenter: 6, p. 24)

Governors and legislators are no longer satisifed by "wish-list" planning and are requiring, from planning, defensible justifications of priorities. . . . (Huefner: 3, p. 16)

Planning . . . is a process of attempting to determine appropriate goals and objectives, obtaining and analyzing pertinent information that will bring into focus present and emerging problems and needs, and obtaining agreement on steps and procedures that are designed to meet those needs. . . . (Morphet: 3, p. vii)

Helping more people to understand the problems and needs in education, and to participate in effecting the changes which can move the educational system to a much closer approximation to our aspirations is an important part of the planning process. (Lecht: 3, p. 15)

. . . educational facilities at all levels have been expanded, enrollments have increased at an almost incredible rate and, of course, more and more money has been appropriated. . . . The important consideration is what political developments have taken shape and what assessments of the political situation are imperative in order to shape and design educational policy for the future. (Masters: 3, p. 151)

. . . organization for planning must both precede and accompany the process of change; it simply cannot occur after the change process has been undertaken if it is to have the beneficial effect of improving the rationality and appropriateness of the change. (Hansen: 4, p. 59)

Everyone plans—but not very well. Most of our actions are influenced by expectations of the future and a written—or at least a mental—"plan" of how that future can be improved. But seldom have these plans been *subjected to a critical evaluation of assumptions and objectives, a rigorous questioning of internal consistency, a useful analysis of realistic alternatives, or a careful coordination with other plans to which they must relate.* (Huefner: 3, p. 16)

Some people may be concerned that planning for improvements in education may result in a planned society. . . . However, there is a vast difference between a planned society and a planning society. (Morphet and Jesser: 4, p. 6)

Inventing and designing the future by extrapolating from the present is to envision the direction of the future and provide a sense of goals to the present. If the future is convincing and rational, then action leading toward it, effecting change to make it come about, also seems reasonable. (Chin: 3, p. 48)

The search for solutions . . . remains a dead-end process unless there is some way of trying out the proposed alternatives. (Hansen: 3, p. 27)

. . . the fact that a plan or any aspect of a plan has been approved does not mean, in a rapidly changing society, that any citizen can afford to be complacent. . . . The planning process must be continuous and any plan that is approved should contain provisions for further study and modification as conditions change or new evidence becomes available. . . . (Morphet and Jesser: 4, pp. 6-7)

No modern educational institution of any important social significance can afford to operate without an effective and efficient planning and development task force for educational programs, buildings, and facilities, and these should be emphasized in this order of importance for designing and planning purposes. (Carpenter: 6, p. 23)

We . . . know that, by planning for the future, we can avoid some developments that would be unfortunate and facilitate others that would be advantageous. On the basis of available evidence and by utilizing sound judgment, we can identify appropriate objectives and modify them . . . as additional evidence and insights become available. In some cases there will be alternate objectives that seem almost equally acceptable, at least until we explore the implications of each. Alternate methods of achieving an objective should also be identified. An analysis of the inputs required and of the costs and benefits of each will usually be helpful in arriving at a decision as to which would be most advantageous. . . .

. . . planning for education has advanced far beyond the stage of dreaming or merely speculating. In education, as in other affairs, long-range planning has become essential, and when properly utilized, can help to avoid serious and costly mistakes. (Morphet: 5, p. vii)

Nearly sixty million people—more than thirty percent of the population of this nation—are involved today in education as students, teachers, or administrators. . . . [There] is a growing interest and concern throughout our society about education. However, interest, involvement and concern are not sufficient; specific provision must be made for comprehensive planning *which not only recognizes the inevitability of change and the need for determining its direction, but also exposes the identifiable problems of the future and develops alternatives for their solution.* (Hansford: 4, p. v)

. . . An accurate reading and interpretation of the "signs of the times" is important for every group engaged in planning. Any serious misinterpretation is certain to result in major problems and difficulties. . . . Those of us who are engaged in planning for the future need to understand ourselves as well as the world for which we plan. Failure to make such an effort represents a serious planning pitfall. . . . We tend to view many situations simply as history repeating itself—perhaps on a bigger scale. Sometimes it is; many times it is not. . . . many people engaged in planning tend to rely too heavily on a single approach. . . . In the change process, the naive . . . tend to be at a disadvantage; their interventions are poorly timed—usually too late—and unsophisticated. (Howsam: 4, pp. 83, 86, 87 and 91)

EFFECTING NEEDED CHANGES IN EDUCATION

The process of planning is essential in any attempt to effect needed changes in education. It is through this process that appropriate goals and objectives can be more readily ascertained and agreements reached to establish priorities and procedures for needed action. Planning, however, is but one facet of the total change process.

Before any significant changes in education can be effected, consideration must also be given to perceptions, points of view, and attitudes held by substantial numbers of people. If people are convinced that problems exist, they are likely to seek further information and become involved in seeking practical solutions. Consequently, efforts have been made to identify those strategies essential to the change process in order that needed changes in education might be effected.

Unless citizens understand the need for making changes, and are convinced that these changes will result in the improvement of education, the changes are not likely to be made. (Morphet: 3, p. vii)

Of far more importance than how our society is organized (for educational decision making or for any other purpose) is the question of how we regard people and the place they play in that society. (Hansen: 4, p. 55)

. . . it should be emphasized that personnel within a school system or other organization must perceive that innovative and adaptive behavior is desired by the system. Otherwise reorganization and other attempts will not be understood. Responsible change must be the norm if any consistent adaptive climate is to obtain. (Howsam: 3, p. 74)

People . . . have to be persuaded to change or to support change. But those responsible for executing the changes in the institutional settings need more than mere convincing. Failure to recognize the central importance of the normative-reeducative approach within work groups risks the possibility that the public decisions may not be executed no matter *how widespread the consent, consensus and compromise.* (Howsam: 4, p. 88)

We are becoming more keenly aware of the educative effects of the economic and social conditions of life and of the influence of social agencies and institutions upon the development of youth. The time is upon us when we must contrive the social mechanisms by which all of these influences can be coordinated and directed to a common end. There must be a unified approach to the education of youth. (Smith: 2, p. 76)

One common element existing in all the guidelines is the necessity to communicate; successful change in a school demands constant interaction among members of the school staff. (Glines: 3, p. 166)

Through the interaction of influentials with each other and with other leaders and politically active citizens, important channels of communication crystalize. (Kimbrough: 3, p. 123)

Education is a self-directing and self-correcting process. At any given moment, those responsible for the schools must make decisions that serve to move education forward. Yet, it is often difficult to know which direction is "forward". (Bebell: 5, p. 1)

We must examine the spectrum of emerging opportunities—and threats—that we face, and try to act intelligently. . . . The decision process in education is a cornerstone for the building of an adaptive society. (Adelson: 6, p. 233)

. . . technology can help improve the educational decision process . . . by broadening the spectrum of choices available to the most numerous decision makers of all: parents plus children. (Adelson: 6, p. 245)

. . . social systems and institutions rarely include mechanisms for facilitating change. Definitions of social institutions most commonly stress their enduring and perpetuating aspects. (Evans: 6, p. 346)

An important general strategy is to approach change in such a way that there results a climate hospitable to continuous adaptation and change. Many educational approaches to change in the past have been directed at a single change. This tends to result in thinking of change as product introduction rather than as a process of adaptation. (Howsam: 3, p. 72)

One of the most critical implications for educators of the prospective changes in society is the urgency of the better understanding and utilization of the change process itself in education. (Lonsdale: 7, p. 22)

Change is defined as activating forces within the system to alter the system. Change is altering the methodological processes of the system, independent of the technical "content" of the problem to be solved or the innovation to be adopted. In other words, effecting change is inculcating a posture of "changingness"—a state of readiness to change, to venture and take risks. The quality of problem-solving is the ability to use ways of scanning and detecting problems, diagnosing the relevant factors and moving on to solutions with a collaborative orientation. (Chin: 3, p. 49)

THE EDUCATIONAL PROGRAM

The mounting evidence indicates clearly that major changes will need to be made in almost every aspect of education during the next few years if education is to be truly responsive to the emerging needs of society. The learning experiences that are provided in the future must bear a higher degree of relevance to the tempo of the times than has been the case in the past.

A continuous evaluation of the educational program is necessary to determine the relationship between societal needs and the process of education. This concept stimulated the project to direct its attention to the educational program.

A first step in planning [*education*] *for the future is to decide upon our aims—to identify the qualities which future citizens should possess. We must produce a statement of goals, or at least point the way for others to do so. . . . Two facts are uncomfortably apparent: (1) most statements are not meaningful to most persons; and (2) the goals contained in them are often not implemented. Perhaps the second of these phenomena is the result of the first.* (Bebell: 5, p. 5)

Public education, reduced to the simplest possible terms, is a set of devices created by a society to accomplish something it considers important. (Parker and McGuire: 5, p. 58)

. . . the future will demand citizens who have been trained to think rather than primarily to remember. Increasingly, the information available to an individual in school may become outmoded, irrelevant, or superseded before his working life is over. His continuing effectiveness should reside in his ability to solve problems and continue learning, rather than be based on his prior training and the knowledge acquired in formal schooling. (Bebell: 5, p. 2)

Students must learn to make decisions; they must learn to accept freedom and responsibility. (Glines: 3, p. 165)

Schooling should viably implement an intent to identify the individual with social change, as a force therein, as an informed student thereof, and as a sapient reactor thereto. (Haskew: 2, p. 31)

It is all too evident that early in the usual school career the schools shut down on the artistic and creative dimensions of intelligence as they begin relentlessly to pursue the development of skills in the so-called hard subjects. (Tumin: 7, p. 7)

Proposed curricular or educational changes must be analyzed primarily in terms of their implications for the future. (Orlich: 3, p. 88)

In place of the traditional and pervasive notions of fixed, uni-dimensional ability, we urge the importance of beginning to think of education as "the continuous creation of capacity." Thus, instead of conceiving of schooling in terms of "unfolding" and "discovery" by a teacher, of the natural abilities *of a child and applying them to diverse tasks, we think, instead, of the interaction between a child, the teacher and the experiences called the curriculum as a process of the continuous creation and recreation of new domains and dimensions of capacity. . . . nothing should be taught in the schools that cannot be shown, or at least strongly presumed, to have a multiplier effect upon the child's capacity.* (Tumin: 7, p. 5)

The total curricular experiences should be interrelated—and designed around themes such as man's quest for values. New curricular materials should emphasize inquiry, discovery and process. A major focus must be that of development of critical thinking and self-direction. (Glines: 3, p. 165)

As more and more of behavior is explained mechanistically, the school may have to concentrate more on the question of humanness and individuality. (Keppel and Pfieffer: 6, p. 53)

. . . it is in the humanological (to coin a word) dimensions of society that prospective change seems to be more significant. (Haskew: 4, p. 14)

. . . those concerned with designing education for the future will obviously have to focus on the attitudes of the youth who will be the parents of the next generation. (Keppel and Pfeiffer: 6, p. 53)

While new instructional systems are being developed to benefit the children of tomorrow, maximum protection and emphasis must be given to the educational opportunities provided for children today. The problem which local school districts must work out is the manner in which they can use their resources most effectively to facilitate instruction. . . . it is essential that a department of instructional services be established as the key department of the managerial level of the system. (Goldhammer: 5, pp. 122, 123, and 124)

. . . How will we prepare students, and future voters to improve their understanding and attitudes toward government and politics? . . . general conditions in contemporary life . . . lend urgency to the need for a renaissance in civic education. . . . Education must be enabled to deal creatively with preparation of young people and with better orientation of older people, for effective membership in what political scientists are calling "the civic culture". (Toy: 2, pp. 273 and 285)

If there is to be any conflict between the acquisition of knowledge and the development of attitudes and habits for the effective use of knowledge, the latter must take precedence over the former. (Bebell: 5, p. 11)

. . . there is no justification in democratic theory for acting in any way other than on the notion that all children in the schools are equally entitled to an equally good education. (Tumin: 7, p. 3)

The equality of educational opportunity today does not mean the same program or the same resources available to all children, but entails the provisions of specialized, well-prepared and competent personnel to provide for *the unique needs of children in accordance with their particular problems.* (Goldhammer: 5, p. 87)

To provide adequate educational opportunities for all, in order to keep our economy fully productive, and to ensure effective learning for youth from varied backgrounds of training, experience, and outlook, is [*an*] *important educational task which we now face.* (Tyler: 2, p. 38)

There is widespread acceptance of the need for a flexible, problem-solving kind of man—at least in theory. . . . We cannot develop a new kind of man by means of a curriculum loaded with facts and a classroom loaded with routines. The new kind of man will require a new kind of teacher and a new kind of education. (Bebell: 5, p. 2)

Freedom and support for schools and teachers to "innovate" must be built into the climate in which American education develops in the future. The generation of ideas is the prelude to the planning and designing of formal and informal research and development. (Parker and McGuire: 5, p. 68)

LOCAL ORGANIZATION AND RESPONSIBILITY FOR EDUCATION

The evidence available indicates that (1) under modern conditions, there can be no such thing as complete local control of education in any area; (2) in a large proportion of the school districts in many states there has been relatively little bona fide local responsibility for education, regardless of what many people may claim; (3) the smaller districts cannot provide an adequate and equitable program at a reasonable cost; (4) most of the larger districts have become so bureaucratic, cumbersome and unwieldly that many people are convinced they cannot meet emerging needs; and (5) *there must be a serious effort in every state to determine and develop the kind of organization for education that will facilitate the provision of an adequate and effective program for everyone at a reasonable cost.* All aspects of local organization and responsibility for education urgently need further consideration.

Because many problems relating to local provisions for the organization and responsibilities for education are so serious, every state involved in the project undertook to study emerging needs and to develop proposals for resolving the basic issues. Some of the significant observations by authorities who prepared papers in this area are given in the following paragraphs.

Every social system, if it survives, must come to terms with its environment. That is, it must exchange matter, information or service with the components of its environment to the extent necessary to meet the needs both of the environment and of the system. That is, the social system must meet the needs of its environment if the environment supports it. How does the social system know that it is meeting the needs of its environment? It gains that information through what behavioral scientists call "feedback". . . . If a system fails to learn from its environment, it will eventually fail to survive or forces in the environment will make changes in the system.

On the other hand, the components of the environment cannot provide the school system with intelligent feedback unless the output-input of the system includes an appropriate interchange of information. (Johns: 2, p. 249)

The local school district structure is in need of prompt and sharp revision—in function, in scope of programmatic control, in authority relations to other units of execution, in methods of operation and governance, in geographic definition, and in the roles expected of it in financing schools and in purchasing school services. (Haskew: 2, p. 25)

All . . . systems have a boundary. . . . Many leaders and citizens within the boundary interact with each other more frequently and easier than they interact with leaders and citizens outside the boundary. All . . . systems seek to survive in their environment. Educators who have sought to consolidate schools . . . should be well aware of this system tendency. (Kimbrough: 3, p. 120)

We need organizational structures for education that will maximize the opportunities for desirable changes and innovations. (Johns: 2, pp. 263-264)

The further the operating unit is removed from the decision-making process, the more rigid the authoritative structure of the school, [and] the less [the] involvement of teachers and principals in educational planning, the greater the distance of the parents and citizens tends to be from the control mechanisms of the school district. (Goldhammer: 5, p. 89)

. . . publics relevant to the schools today need leadership rather than domination; they crave participation rather than obedience; they seek involvement rather than alienation. (Goldhammer: 2, p. 238)

The local district and the individual school are the action units of education. It is here that the institutional systems exist. No amount of shifting of control can alter the fact that motivation and morale are generated primarily in the action, rather than in the control units. (Howsam: 4, p. 93)

. . . what we need for 1980 and beyond is not simply bigger administrative units but instead a series of units arranged in concentric circles around each group of students, with functions being passed back and forth among the units as circumstances change. (Brickell: 2, p. 220)

. . . local school systems are not likely to be abolished. They will be reorganized and [many of them] expanded in size, but they are too interwoven in the "warp and woof" of American life to be discontinued. (Johns: 2, p. 266)

If "local control" is to become more than a myth and is even to survive, ways will need to be found to assure that local responsibility becomes increasingly meaningful through the provision of more adequate programs at a reasonable cost. (Goldhammer: 5, p. 74)

The evidence strongly suggests that management in educational organizations is the key instrumentality for maintaining the adaptability of the *school programs and procedures, that proper supervision is the chief means for the maintenance and improvement of instructional excellence, and that evaluation and planning do not take place within schools unless there are managerial personnel who are directly allocated the responsibilities for performing such functions.* (Goldhammer: 5, p. 84)

Local advisory committees, formally organized by legal arrangements, may become a necessity to avoid friction and the establishment of restrictive barriers between the schools and the communities they serve. One of the key functions of the leadership role of the principal of the individual attendance unit may be to work with a neighborhood advisory council to obtain the perspectives of parents and key citizens relative to educational plans and developments. At the same time, he should be in a position to keep them informed of educational needs and to help them understand the vital roles which schools play in the life of the community. (Goldhammer: 5, p. 128-29)

STATE ORGANIZATION, RESPONSIBILITIES AND RELATIONSHIPS FOR EDUCATION

In preparing to meet emerging educational needs in any state the citizens must recognize that an adequate program of education can best be developed through competent dynamic *leadership* at the state level as well as at the local level. The need for such leadership was identified early in the project. A fundamental assumption (stated in Section One of this report) was: . . . in every state there should be some agency that can and will provide the competent and effective leadership needed for planning and effecting improvements in education. That agency, at least as far as elementary and secondary schools are concerned, is the state agency for education.

Competent state *leadership* and bona fide assumption of state responsibility for education can and should help to make possible genuine local responsibility for education in many areas where only the appearance of local responsibility exists under present conditions.

The state-level structure for executing public education apparently faces decisive re-tooling. The choice is still open as to whether it will, or can, be effectively and meaningfully restructured—or will face a declining significance. (Haskew: 2, p. 27)

The states cannot blame their educational shortcomings on the failure of local school districts, because the states created those districts and are responsible for them. . . . The states have plenary powers with respect to education so long as provisions of the United States Constitution are not violated. However, . . . experience has shown that the federal government can and will intervene in providing public education when the states fail to discharge their responsibilities. (Johns: 2, p. 265)

Many states . . . are . . . poorly equipped to perform effectively the vital role which they must assume in education. Few states, for example, have a *state board with the prestige, the caliber of lay members, or the broad over-all authority for education that the responsibilities call for.* (Nyquist: 5, p. 146)

. . . leadership agencies, able to extrapolate from the present to the future and unafraid to look into the future to see what is in store, dominate change, feel comfortable with it, and thereby shape it and master it. (Nyquist: 5, p. 133)

Every state education agency should develop a plan for self-renewal—a plan which, if carried out, will be instrumental in developing an organization and operating procedures designed to meet the needs of the changing society and the emerging educational program. (Nyquist: 5, p. 151)

One of the . . . major strategies for effecting change is the development of structures for that purpose. This has come about because we have realized that—in a world of continuous change—change must be institutionalized if it is to be controlled. . . . The development of a competent state education department is, itself, a major example of a state strategy for effecting change. (Nyquist: 3, p. 309)

Political action must be based upon commitment to attainable legislative goals. . . . Every great movement in education has been based upon some purposeful goal that captivated the minds of those who led the movement. . . . State departments of education need to furnish aggressive leadership and coordinative services in the planning of long-range goals for education in the states. Much energy should be expanded in developing general agreement on a defensible conceptual design and, finally, on personal and group commitment to realistic legislative and local school district goals. (Kimbrough: 3, pp. 125-26)

If educational planning is to flourish at the state level and if it is to serve educational institutions effectively, organizations will need to be adapted or created which will provide a setting to which competent planners will be attracted and in which they can function effectively. (Culbertson: 3, p. 280)

It is the responsibility of any state to ensure: that the people of the state are provided with opportunities for the highest possible quality of education; that these opportunities are made equally available to every individual wherever he may live in the state and without regard to creed, color, handicap, or economic circumstance; and that the resources of the state allocated to the attainment of these goals are used with the maximum efficiency and economy. (Nyquist: 5, p. 134)

Within [*bureaucracies*] *there will be greater emphasis on the use of trained professionals. . . . Increase in expertise will inevitably strengthen the administrative branches vis-a-vis the legislature unless the legislatures follow through with programs presently under discussion to acquire experts of their own. At the same time, increased expertise at the state and local levels will not only improve the quality of their governmental services but will put the states and localities in a better position to negotiate with their federal counterparts. Not only will these professionals share the same*

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professional values and long-range aspirations, with a consequent easing of communications, but they will also enable their governments to negotiate from positions of greater strength. (Elazar: 1, p. 112)

An education department, its governing board of education and the chief state officer should be provided for in the state's constitution, thus helping to remove them from the dangers of excessive political manipulation and control. . . . One possible desirable method of ensuring the selection of prestigious people to [state] boards [of education] might be the use of an expert panel or committee, composed of both educators and knowledgeable laymen, to identify . . . and recommend persons for selection to board membership, whether the board is appointed by the governor or the legislature. (Nyquist: 5, pp. 157-58)

It has been said . . . that the quickest way to change an institution is to change its leadership. Whatever else one may say about a board and the discharge of its responsibilities, it has gone a long way in accomplishing its mission if it at least knows how to pick an exceptionally gifted leader as its executive officer. (Nyquist: 5, p. 160)

That the total educational system is interrelated in spite of independent governing structures among its parts cannot be disputed. Undoubtedly, greater coordination should exist and must certainly be achieved in the future. (Goldhammer: 5, p. 86)

All agencies or groups organized to coordinate various educational units or programs need to be alert to the possibility that coordination can—but should not—become a procedure which stifles rather than enhances individual initiative. Coordination should not seek the development of rigid, monolithic systems, but should stimulate the development of patterns and procedures through which a variety of unique, individual efforts contribute to meaningful progress toward carefully developed broad goals. (Reller and Corbally: 2, p. 155)

We can anticipate that the federal, state, and local balance needed to support education and to demonstrate responsibility toward the educational requirements of this country will have to be worked out internally within each state, or—in default—the nation will have no other alternative than, eventually, to take over the educational system. (Goldhammer: 5, p. 96)

The increase in the power of one level of government to deal with a particular educational problem does not reduce the power of another level of government to deal with that problem . . . the increase in the educational power of the federal government . . . [increases] the power of the state and local school districts. . . . (Johns: 2, p. 263)

There is a new partnership of shared responsibility for education. . . . Decision-making power in education is increasingly rising to state and especially to federal levels. Law-makers and governmental bureaucracies are increasingly designating the ports to which our ships are sailing. . . . If local school superintendents and state education departments plan wisely, they will find their leadership powers enhanced for improving the quality *and opportunity of education. Because they have greater resources, they have greater freedom and more choices to innovate.* (Nyquist: 5, p. 144)

The direction of the future is clear: regional and national cooperation between the states; the gradual relinquishment of "territorial imperatives"; the still guarded but growing partnership with the federal government; a rising level of competence in all state education departments; and a trend toward greater uniformity. (Nyquist: 5, p. 190)

THE ECONOMICS AND FINANCING OF EDUCATION

If the emerging educational needs of the changing society are to be met, comprehensive planning for all aspects of education must take place. However, no plan can be implemented effectively unless adequate provisions have been made for financing the program. Any finance plan should be based on the design for the emerging educational program, and should contain provisions for change as the need arises.

In order to effect needed changes in educational finance plans, it is essential that lay citizens as well as educators be kept as fully informed about the economics and financing of education as possible. In this way reasonable alternatives may be identified and rational decisions made.

From the inception of the project, the need for adequate financial support of education was emphasized. The following concepts and insights reflect this thrust:

Education and the improvements in technology that result mainly from education have been identified as the principal contributors to increasing productivity. (Fisher: 1, p. 10)

. . . all of the economists who have seriously researched this matter have concluded that investment in education has a vital effect on economic growth. (Johns: 5, p. 206)

. . .[The] investment in education probably brings a higher rate of return than that of any competitive industry, and when we add the intangible benefits, which are considerable, the argument that we are underinvesting in education as a whole and grossly underinvesting in certain aspects of the system becomes almost irresistible. (Boulding: 1, p. 212)

Formal education of a person draws toward its close in the late teens or early 20's, but his economic and cultural contribution extends onward for the following four to five decades. Even in the financial sense we amortize such investments over a space of five or six decades. (Fisher: 1, p. 8)

. . . it is reasonable to predict that the economic cost of failing to educate the population will be far greater than would be the cost of the additional financial inputs necessary to provide the quality and the quantity of education necessary for all of the people. (Johns: 5, p. 207)

The projections for the education goal suggest changes in the nation's priorities favoring a greater emphasis on objectives in education. . . . By

1975 the spending anticipated for the education goal would move education to sixth place on the list . . . many economists and public figures in both parties . . . favor the sharing of federal revenues with the states for programs to be determined by the states. . . . [One] solution to [the problem of] providing additional resources to education would be to undertake a modest shift in emphasis in our priorities from private consumption to public services. (Lecht: 3, pp. 5, 6, 13 and 14)

. . . in the future our total social system will require proportionately a greater increase in the investment in human capital than in physical capital. (Johns: 5, p. 195)

During coming years provision will need to be made in every society to assure that, insofar as practicable, everyone is educated to the maximum of his potential as an individual and as a contributing member of society. (Morphet and Jesser: 4, p. 5)

One of the best indicators of the level of the civilization of a country is the proportion of the productive capacity of the economy allocated to the production of non-material goods. . . . As our civilization matures, can our economy continue to grow if we remain primarily a materialistic civilization? . . . Viewed in this context, should the production of education be considered a burden on the economy or as an asset? (Johns: 5, p. 200)

. . . future increases in expenditures for education will have to come from some level above that of the local community. (Elazar: 1, p. 117)

. . . the increasing expenditure requirements for all state-local government functions are likely to generate pressures for increased property tax rates unless there is a shift to greater reliance on state sources of revenue or a transfer of federal revenues to state and local governments. (Miner: 2, p. 322)

Obtaining an accurate measure of the equalized or market value of taxable property in each district has been a problem in many states . . . This problem can be rectified only by the establishment of a state agency with the authority to equalize assessments throughout the state or at least with the authority to compute the equalized value of property in each school district. (Johns: 5, p. 218)

The tax structures of most states have been devised to make it difficult for local governing bodies to finance themselves. . . . There is scarcely a tax program in the country that makes it feasible for a school district to obtain the financial means to provide educational programs consistent with the needs of the community—regardless of how small or large—without dissipating an enormous amount of its energy upon resource procurement. (Goldhammer: 5, p. 95)

Determination of the proper level of finance for education depends on the valuation placed by society on specific educational programs. (Miner: 2, p. 300)

Researchers have demonstrated that the goals of equalization of educational opportunity and equalization of tax effort cannot be achieved by an un-

coordinated group of categorical grants or by a system of distribution of state funds based on the school census or any other unweighted pupil or teacher measure. (Johns: 5, p. 219)

Plans and provisions for financing education will need to be based on carefully developed program budgets, supplemented by evidence regarding probable returns from expenditures. Rough measures of need, of ability, and of financial requirements of widely different kinds of programs will probably no longer be considered satisfactory. (Morphet and Jesser: 4, p. 6)

. . . it is desirable that financial models be developed that will integrate the funds received by the public schools from federal, state and local sources into a plan that will tend to equalize educational opportunity and optimize the output of the school social system (Johns: 5, p. 218)

On the basis of information and techniques now available it is possible for every state to develop a program for financing schools that will assure reasonably adequate opportunities for all students and a close approximation to equity for all taxpayers. Present provisions in some states constitute little more than a series of patchwork steps that fail to meet the needs and are inequitable for both students and taxpayers. . . . The finance plan should . . . be designed to serve future as well as present needs. . . . It should facilitate needed changes and encourage bona fide state and local leadership and responsibility for improving the educational program. . . . The finance plan should provide for a comprehensive foundation program rather than for a few aspects or elements. While some categorical aids may be defensible under certain conditions, the objective should be to include practically all needs as a means of facilitating coordination and making clear that all aspects of the educational program are interrelated. (Johns: 5, pp. 235-36)

The development of adequate plans for an educational program designed to meet emerging needs is essential in every state, but cannot be implemented effectively until a defensible plan for financing the program has been developed and implemented . . . the finance plan should be based on the design for the emerging educational program. This plan not only should make possible the implementation of the program but also should facilitate further changes as additional deficiencies are identified or new kinds of needs emerge. (Johns: 5, p. 238)

With the increasing importance of federal programs of support for education it is essential that such programs be insulated from year to year flucuations and insofar as possible be legislated in a manner so that they do not require annual obligational authorization by Congress. They must, of course, be subject to review and modification, but in terms of effectiveness. (Miner: 2, p. 303)

PREPARING EDUCATORS TO MEET EMERGING NEEDS

Education can fulfill its great responsibilities to our developing society only if it is carefully designed to prepare students in

> *the schools today for the world of tomorrow. And in all planning for the future of education, the preparation of educators must be given primary emphasis, since our hopes for progress ultimately depend on the competence and dedication of those who serve education—the teachers in our schools and colleges, leaders in administrative positions, a growing number of specialists, and an important group of nonprofessional helpers who make the professionals more effective.* (Harold Howe II: 7, p. xi)

It became quite evident during the project that, as expressed by Harold Howe, many of the needed changes in education will not be effected unless there are substantial changes in the preparation programs of those who are charged with the educational task. Some of the needed changes are reflected in the following concepts and insights:

Teaching and the imparting of knowledge make sense in an unchanging environment. This is why it has been an unquestioned function for centuries. But if there is one truth about modern man, it is that he lives in an environment which is continually changing. . . . We are . . . faced with an entirely new situation in education where the goal of education, if we are to survive, is the facilitation of change and learning. The only man who is educated is the man who has learned how to learn; the man who has learned how to adapt and change; the man who has realized that no knowledge is secure, that only the process of seeking knowledge gives a basis for security. . . . I see the facilitation of learning as the aim of education, the way in which we might develop the learning of man, the way in which we can learn to live as individuals in process. I see the facilitation of learning as the function which may hold constructive, tentative, changing, process answers to some of the deepest perplexities which beset man today. (Rogers: 5, p. xi)

. . . teaching is still largely a "telling" procedure with exchange between teacher and child . . . nothing short of a complete overhaul will bring to our teacher education programs, both preservice and inservice, the vitality they must have if teachers are to effect the rapid educational evolution we want. (Goodlad: 2, pp. 50-51)

. . . the ultimate aim of any staff development program must embrace the goal of enhancing improvements in pupil attitudes, behavior and learning. (Brain: 7, p. 87)

. . . the major emerging problem for education is still the age-old need to adapt methodology, content, technique, and purpose to meet ever changing school conditions. A key factor . . . is the conviction that the current rate of change in social conditions is greater than ever before . . . (Fawcett and Corbally: 7, p. 32)

. . . individualized instruction, grouping within classrooms, student-teacher planning, and student-led and -initiated discussions are difficult [*concepts*] *for those who have not been trained in them and who do not receive insightful and understanding help.* (Bebell: 5, p. 14)

. . . the accelerating rate of change in the technology of education presents

new pressures and needs. . . . The pertinent technologies . . . can be "taught" to today's undergraduates only if they are utilized effectively in undergraduate teacher education. . . . Effective education of prospective teachers must be a living model of effective ways to make use of new technology in the classroom or this new technology won't even get to the classroom on any large scale. (Vance: 7, p. 82)

One cannot speak of the preparation of educators for prospective changes in society without specifying which changes one has in mind . . . each child has potentials for all kinds of things—good and bad—every educator obviously has to choose those which he will seek to "maximize." (Tumin: 7, p. 1)

. . . self renewal [for educators] is mandatory if educational institutions are to stay in tune with the times. [This] is a continuum of approaches to produce and sustain quality performance levels. (Knezevich: 7, p. 107)

At every point in the education of teachers, effective methods of teaching the subject matter must become a crucial part of learning the subject matter. (Tumin: 7, p. 17)

The recognition that it may be possible to "prepare educators" is honored by the creation of colleges of "Education," but ignored in preparing educators to teach at the college level . . . as institutions, universities are no longer able to ignore the preparation of faculty members as teachers in addition to their preparation as scholars. . . . The preparation of educators needs to be expanded to include the provision of a teaching component in the preparation programs of those who aspire to become university educators. . . . The crucial process in any school, college or university is the learning rather than the teaching process. (Fawcett and Corbally: 6, pp. 33, 35 and 37)

What is needed is a greater functional differentiation of the teaching role at all levels and the further development of specialists in these differentiated roles. . . . Greater role differentiation is emerging and should be encouraged in school administration also. . . . Corresponding role differentiation and specialization is developing and is badly needed at the higher education level. More adequate role analyses and definitions, of course, constitute the foundation for such differentiation and specialization. (Lonsdale: 7, p. 138)

Whatever else happens to the child before it comes to the schoolhouse door, what the teachers do to and for the child will largely determine the shape of the nation and the quality of the people's lives. (Jennings: 7, p. 138)

The teacher who moves "slow learners" as much as they can be moved must be valued and honored as highly and openly and richly as the teacher who is in charge of advanced placement groups. (Tumin: 7, p. 18)

In Conclusion

When attention is given to the aspects of education in which major changes seem to be essential if future or even present needs are to be met satis-

factorily, several important conclusions begin to emerge. These include: (1) an adequate program of education for every individual is becoming increasingly important with each passing year to help to assure the progress and prosperity of the nation; (2) effective planning for improvements in education is essential in every state, in institutions of higher learning, and in local school systems; (3) lay citizens as well as educators must be engaged in the planning process because both are involved in and concerned about education; (4) all planning should be based on a careful study of pertinent information concerning trends and probable developments, rather than on wishful thinking or speculation; (5) because conditions may change or new evidence become available, the planning process should be continuous and plans should always be considered tentative and subject to revision; (6) significant changes in instruction and learning are likely to be made only when the need and importance are recognized and understood by those involved; and (7) the needed changes will come all too slowly unless major improvements are made both in the pre-service and in-service programs for teachers and other persons professionally involved in education. (Morphet: 7, p. x)

PART TWO

PROCEDURES AND ACCOMPLISHMENTS IN EACH PARTICIPATING STATE

Prepared by
The Chief State School Officers
and
Coordinators of the Respective States

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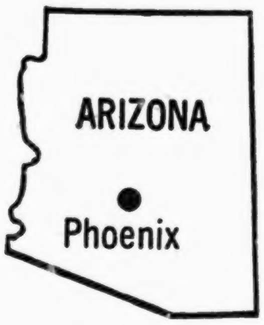

If schools are to continue the march of orderly, planned change through thoughtful and moral processes, those charged with the state responsibility for education must lead in that march. It is with that spirit of openness and willingness to lead in the change process that the State Board of Education and I engaged in this cooperative eight-state effort.

Planning, operating, and evaluating Arizona education will require huge doses of imagination as well as of funds. Laymen, legislators, and educators must continue to work together, as they have in this project, to produce the kind of educational system that will prepare all of our youth and adults with the capabilities to successfully confront tomorrow.

As *Designing Education for the Future* prepares to conclude its activities, I sincerely trust that the need to include short- and long-range planning will be recognized by each local school district and individual associated with the educative process.

Sarah Folsom
Superintendent of Public Instruction

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MAJOR DEVELOPMENTS AND ACCOMPLISHMENTS

Growing protest movements have challenged this society to reexamine its goals and methods of attaining them. We have asked ourselves: "Education for whom, for what, and how?" A fundamental response seems to be: *We must not waste the life of anyone nor the resources of any community through inefficient, ineffective or inappropriate education.*

Purposes. The purposes of a project are typically multiple and complex. The vast scope made this especially true for *Designing Education for the Future.* The major purposes have been the same as those of the project in general. Other important but unofficial purposes were:

- To demonstrate the practicality of democracy in education by making the project cooperative, comprehensive, and open;
- To illustrate the value of the process of cooperative, comprehensive educational planning as well as to produce a product;
- To secure breadth of involvement in the planning, operating, disseminating and implementing aspects of the project; and
- To alert professional educators and laymen to the necessity of shaping the future lest it shape our destinies.

In discussions and presentations, the major purpose of the project in Arizona was described as that of *designing and implementing a plan for Arizona education.* The State Advisory Committee recognized that all designs for education should have qualities of tentativeness, flexibility, and continuity. Attention was directed to the word "designing" as contrasted with the term "design." Nevertheless, it was decided that there must be reports, recommendations, and supporting rationale that would state in clear, concise terms the specifics of the direction at a particular time.

Basic Concepts. Excellent education does not just happen; it is a consequence of sound planning. Typically, school planning has been limited to estimating enrollment, the square feet of classroom space required, and budgeting on an annual basis. With the exception of the large school systems and the well endowed smaller districts, educational planning has been less than fully informed, far sighted, and imaginative.

A basic concept of this project has been that educational planning must be a cooperative venture adapting to the needs of the times, revealing the values and commitments, operating within the structures of law, and—with a prophetic eye—scanning the horizon of the future.

Within the structure of a planning partnership it was believed that, in a democracy, those who will be affected by patterns of change should have the right to share in decisions that would affect them. Thus, it was deemed advisable to obtain representation from all segments of society and geographic areas of Arizona to share in the planning process. Obviously, there are so many groups and subcultures that not all could plan an active role in the formulation of plans. However, all should be able to react to plans before they are implemented. Further, it was believed that the various levels and kinds of decision makers should participate in the process of planning. In Arizona, 160 people played an active and continuing part in the project, including six members of the state board of education.

Freedom of expression, shedding of historical precedent, honesty, flexibility, respect for persons and ideas, and imaginative exploration have been the conceptual goals and guidelines.

ORGANIZATION AND RELATIONSHIPS

Leadership: The State Advisory Committee. How does a state organize for such a challenging task? Arizona's first step was to employ someone to lead the project, the Director or Coordinator, who was selected by the State Superintendent of Public Instruction and appointed by the State Board of Education. Soon thereafter a State Advisory Committee was formed with the help of the state superintendent to provide advice, counsel, and assistance in the development of this project. The function, composition, and method of selection of this committee were carefully conceived.

The advisory committee was first chaired by the director. However, since it was felt that the executive function should not be merged with the committee chairmanship, the committee decided that a capable industrial or business leader should be recruited to chair the committee. It was with this specific purpose in mind that Donald E. Stephenson, Vice President, General Counsel, and Secretary of the Del E. Webb Corporation, was selected to serve as chairman.

The statewide composition of the state advisory committee and the resulting travel problems made it impossible to hold more than quarterly meetings. Therefore, an executive group of the advisory committee, located primarily in the greater Phoenix area, was formed to meet monthly.

The Plan. In September 1966, methods of conducting the project affairs were established and operating policies were adopted by the advisory committee. A basic structure for organizing a series of statewide Study Commissions in three phases was approved by the committee.

The plan provided for the *Phase I* studies, concerned primarily with the educational program, to be completed in June 1967. The *Phase II* studies, concerned with educational government, organization, and administration, were to begin in March 1967 and be completed in September of that year. The *Phase III* studies, concerned with the economics and financing of education, were to begin in June of 1967 and be completed by December. Although the plan and schedule had to be modified, it was around this plan that the structure of the project was built. The names of the chairmen for each phase and the title of the study commissions are listed at the end of this report.

The Study Commissions. With no money available to pay for consulting services for study commission reports, there was some concern about the ability of the project to recruit the kind of help that was needed. A selection process was therefore devised, starting with the general chairman of Phase I, *The Scope and Quality of the Public Schools.*

Phase I: The advisory committee decided that a competent educator was needed for this assignment. Accessibility, leadership, time, enthusiasm for the project, and other pertinent qualities were considered. With these considerations in mind, Dr. G. D. McGrath, Dean of the College of Education, Arizona State University, was appointed by the advisory committee. On the basis of recommendations from the state department of public instruction, the advisory committee and other interested parties, the general chairman for Phase I selected the chairman for each study commission for this phase. These chairmen, in turn, shared in the selection of members to serve on their commissions—each of whom was carefully considered with regard to geographic area, experience, ability, level in the educative hierarchy or business community, sex, and so on. Once identified, the names of proposed members were submitted to the state advisory committee for approval. A letter inviting each member selected to participate in the study commission was then sent to him by the state superintendent of public instruction. This letter was supplemented by a telephone call from his study commission chairman. In addition, letters requesting permission for these members to participate were sent to the superintendents of the respective districts from which teachers or principals were invited to serve.

Any dynamic project finds that while it is planning for change, it is changed in the process. People move, change jobs, find more pressing commitments, or leave the project for some other reason. The incidence of resignation was very low. The most significant was that of the general chairman of Phase I, Dr. G. D. McGrath, who resigned from the project when he resigned as Dean of the College of Education at Arizona State University. He was replaced with an equally competent leader, Dr. Marion Donaldson, Academic Vice President, Maricopa County Junior College District, Phoenix.

Phase II: The same selection and recruitment procedures were used for Phase II, *Government of Education: Organization and Administration.* In addition, Governor Jack Williams assisted in the recruitment of the general chairman of Phase II, Walter T. Lucking, Chairman of the Board, Arizona Public Service Company. The assignment for the study commission on state legislature and education had significant political implications and needed the leadership of those with political expertise and experience. Therefore, a co-chairmanship was devised between the chairman of the Senate and House education committees representing the two major political parties.

Phase III: The third phase, *The Economics of Education,* was the most difficult and potentially the most controversial of the three phases. Recruiting the quality of leadership that had been obtained for Phase I and II required time and special effort. After considerable delay, Dixon Fergerberg, Jr., Senior Partner, Peat, Marwick, Mitchell, and Company of Phoenix, was selected and agreed to serve. He modified the Phase III schedule and led his study commission chairmen in the production of a timely, relevant, and valuable report.

Working Relationships. As study commissions were formed and as policies for action were being developed, the question arose: What should happen to the reports of the study commissions? If the project purpose was simply to make a study and produce reports, nothing beyond publication and distribution would be important. One of the unique facets of this project, however, has been the implementation effort. In February, 1967, a special committee was selected to develop a practical plan for dealing with study commission reports. This plan has been found to be effective. In brief, the reports generated in the individual study commissions were transmitted through the general chairman to the advisory committee which disseminated them with the advice of the publicity council. Feedback from the public led to some modifications in most reports by the study commissions which were then referred to the advisory committee for acceptance and recommendation to the state board of education. The latter body, in turn, acted on these recommendations over which it had jurisdiction and passed on to the legislature those that required statutory or constitutional attention.

Publicity Council. At the state advisory committee in June 1967 a proposal was made and approved to obtain professional assistance for disseminating information on the project. In August, Richard Curran of Curran-Morton Advertising Company accepted the chairmanship of the publicity council. He was assisted by a group of experts from the fields of advertising, public relations, and the communications media.

AREA AND STATE ACTIVITIES AND RELATIONSHIPS

Area Conferences and Publications. Much of the strength and value of this project found its source in the area-wide program for the eight states. Of particular value were the regional conferences and the subsequent publications. These publications were distributed to schools, colleges, universities, public libraries, lay and educational associations, business, industry, government officials, and laymen at large. The conferences afforded an opportunity for the Arizona delegation to mix with similar representatives from the other seven states. In sharing needs, problems, and concerns, the delegates lost some of their anxieties and provincialism. But, more importantly, they found answers and insights for some of the Arizona concerns. When Arizona hosted the third area conference at the Safari Hotel in Scottsdale in April 1967, this conference became a state source of attention and provided an opportunity to emphasize the necessity to plan for changing education.

Copies of the narrated filmstrips produced by the project have been in continuous circulation. They provide a multi-sensory experience that quickly, inexpensively, and lastingly described the thrust of the project.

State Publications. One of the first studies conducted by the project in Arizona was "An Opinion Survey of Arizona Education." The results were predictable but not spectacular. They revealed, however, that the basic assumptions of the state advisory committee were indeed quite valid.

As background for helping *Designing Education for the Future* to plan and effect needed changes in education, it seemed apparent that information would be needed on changes that had previously been made and on how they had been brought about. Accordingly, the director prepared "Some Significant Events in the History of Arizona Education" in September 1966. In December 1966 he also prepared "Arizona in 1980: Some Questions for Education." The purpose of the latter monograph was to stimulate members of the state advisory committee and study commissions to anticipate major future developments in Arizona. Numerous other articles such as "Ten Men in Eight States" reports, brochures, and news releases have provided periodic public information on project plans and progress.

The state reports of Phases I, II, and III which have been widely distributed and discussed are entitled, respectively:

The Scope and Quality of the Public Schools
The Government of Education: Organization and Administration
The Economics of Education

Special Activities and Events. As the project began to attract attention it became evident that more and more individuals and organizations wanted to share in the plans being made. Provision was made for the president (or his representative) of all major educational organizations to share in a Professional Association Meeting on Phase I and Phase II in May and October 1967, respectively. The Phase III meeting was held in October 1968.

Countywide meetings were held in Pinal, Yavapai, and Yuma in the fall of 1968. Pima County has had two organizational meetings to establish a plan for planning on a county basis.

Early in the spring of 1967 the leaders of Designing Education for the Future were notified that the project was under consideration for the annual award of the Arizona State University chapter of Phi Delta Kappa.

This distinction is bestowed on the educational program having the most significance in the state. Designing Education for the Future was selected. A main feature of this annual award banquet is the presentation of handsome plaques to three laymen who have made unusual contributions to education during the past year. The 1967 awards went to three members of the executive group of Designing Education for the Future, Mrs. Wayne Botkin, Arthur Schellenberg, and Donald E. Stephenson.

In the spring of 1968 a similar notification was received from the Arizona Congress of Parents and Teachers. As one result, the title of the project became the theme of the state PTA conference that year.

Literally scores of programs, speeches, and television programs have been provided for educational, civic, religious, service, governmental, professional, fraternal, and other groups by the director and volunteers from the project. Thus, many thousand people have been exposed and influenced to a greater or lesser degree by these constant efforts.

MAJOR PROJECT ACCOMPLISHMENTS

Time and a comprehensive perspective will provide an adequate assessment of the accomplishments of the project. The thousands of copies of the regional and state reports distributed already have had considerable impact and will have a residual influence in years to come. The filmstrips, academic and procedural models, and the adaptation of concepts will continue to be used in numerous instances. Pilot programs, demonstration centers, studies, and experimental schools have been and will be influenced by the project.

A repeated statement by many has been that *the process of the project has been as valuable as the products.* That could be easily passed off as cliche or a popular slogan. However, the significance is real and relates to: the planning and preparation involved in the project itself; the freedom to function, to innovate, and to exploit Arizona imagination and initiative for the good of education; the recruitment of highly qualified and prestigious educators and laymen who have given themselves unstintingly, and the intensive exchange of creative ideas among them; the continuous emphasis on meaningful communications, observance of details, and consideration of judgments of those best equipped to give them; the preference for prudent process; the emphasis on the necessity for partnership in planning; and the promise and delivery of direct and indirect implementation.

The project materials have been quoted extensively by the Council on Arizona State Government Organization, have helped in the creation of the Education Planning and Coordinating Council in the second regular session of the 28th Legislature, and have had an indirect influence on the establishment of the Higher Education Coordinating Council. The project materials have been used as a springboard for the Education Committee of the Mayor's Task Force, Phoenix Forward.

A frequent evaluation has been that this very conservatively funded project has had a greater impact on Arizona education than any other single development in the state.

MAJOR RECOMMENDATIONS

Two series of recommendations were developed as a consequence of the project. In 1967, it was recommended that:

1. The state board of education appoint the state superintendent of public instruction and delegate the execution of the policies established to him or her as its executive officer.
2. An Arizona Educational Planning and Coordinating Council be established by the legislature for the purpose of planning, coordinating, communicating, and evaluating among the several segments of the educational community; elementary and secondary schools, junior colleges, universities, private schools and colleges, business and industrial education, etc., at both the governing and administrative levels.
3. Designing Education for the Future or the Planning and Coordinating Council be commissioned to make a thorough analysis and recommendation for revision of Title XV, Education, Arizona Revised Statutes.

In 1968, it was recommended that:

1. The state board of education appoint the state superintendent of public instruction and delegate the execution of the policies established to him or her as its executive officer.
2. A research and development capability for elementary and secondary education be established.
3. The state board of education recommend standards for the establishment, development, architecture, and construction of schools in the elementary and secondary grades.
4. a. The legislature repeal the present statutory budget format and transfer the responsibility for its construction and modification to the state board of education.
   b. Program budgeting and cost accounting be instituted throughout the elementary and secondary school system. A budget model has been prepared and submitted to implement these ideas.
   c. All budgets from elementary and secondary schools be subjected to continuing study and analysis by a small unit assigned specifically to this task. This unit could be within the department of public instruction or the finance department could perform this work for the state board of education.
5. The Arizona education planning and coordinating council be extended indefinitely.

LIMITATIONS

The best organization or institution has problems and weaknesses. Designing Education for the Future had less than its share in view of the sensitive role as a provocateur for planning, evaluation, and change.

One of the most serious problems resulted from the indefinite status of the funding of the project during the second year due to the failure of the United States Congress to act on the necessary legislation. During the early part of the fiscal year, it was not known from one month to the next whether the project would be continued.

The internal budgeting and other financial operations within the state were problematic because of the blend of federal and state regulations, the changes of fiscal year dates, and related issues these brought to light. A very modest budget led to insufficiencies of program.

Certain state regulations, such as the one that prevents anyone from receiving travel payment compensation unless employed by the state, were most difficult. This resulted in the necessity of entering into a contractual agreement with each individual *each time* travel reimbursement was anticipated for each council, committee, or commission member.

FUTURE STEPS

A basic and continuing element of this project has been the prospect of implementation of recommendations. Of course, the project was not empowered to implement nor will it be in operation to work further for implementation. The hundreds of volunteer participants and informed observers are looking for action on their ideas and recommendations. If the State of Arizona wants to encourage this kind of service, it will be necessary to consider further the recommendations of the many study commissions and to take appropriate action. It will require state commitment, money, organization, and personnel to continue the planning effort. Unless adequate planning continues, in a few years crises are almost certain to arise which will cause leaders to recognize that planning, research, and evaluation are an imperative to rational government.

In retrospect, the director and the volunteers take a great deal of satisfaction from the productivity and process of the project. In prospect, a quotation from Donald E. Stephenson, chairman of the state advisory committee, in "Arizona in 1980," seems appropriate: "From those of us who have given of ourselves to design education, to those of you who care about the children, all of them, we invite you to continue this work in your world from today through 1980, and on."

Robert L. Pickering
State Director
Designing Education for the Future

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State Advisory Committee

Donald E. Stephenson *Chairman*	Vice President, General Counsel, Secretary, Del E. Webb Corporation	Phoenix
Mrs. Wayne W. Botkin	State PTA Board of Managers	Phoenix
Dwight L. Busby	Architect Busby, Crosier, and Schneider	Phoenix
Dave Campbell	Illustrator	Phoenix
Dell Chamberlain	Assistant Superintendent Mesa Public Schools	Mesa
Mrs. Nyle Clifford	PTA	Safford
Mrs. Clifton Daniel	PTA	Arizona City
Mrs. M. A. Dorsett	Past President Classroom Teachers Association	Tempe
Gordon F. Foster	Dean of Instruction Northern Arizona University	Flagstaff
Ralph Goitia	Associate Superintendent Department of Public Instruction	Phoenix
Jay Hunt	Dean Thunderbird Graduate School	Phoenix

Louis McClennen	Attorney, Past President State Board of Education	Phoenix
Mrs. Arthur F. Mees	PTA	Tucson
Glenn D. Overman	Dean, College of Business Administration, Arizona State University	Tempe
Godfrey Pyle	Assistant to the President Unidynamics	Litchfield Park
A. B. Schellenberg	President, National Association of Governing Boards of Universities and Colleges	Phoenix
Mrs. John Taylor	State PTA Board of Managers	Prescott
George H. Yard	Physician	Flagstaff

Study Commissions and Chairmen

Phase I: *The Scope and Quality of the Public Schools*

General Chairman: Marion Donaldson, Academic Vice President, Maricopa County Junior College District, Phoenix

Commission	*Chairman*	*Location*
Educational Needs of Children, Youth, and Adults	Nathan Painter Mesa Community College	Mesa
The Curriculum	William E. Berry, Dean, Glendale Community College	Glendale
Teaching Methods and Preparation of Teachers	Dave Sieswerda, Director of Instructional Material, Scottsdale Public Schools	Scottsdale
Evaluation of Instructional Effectiveness	Waldo K. Anderson, Assistant to the Dean, College of Education, University of Arizona	Tucson
	Charles Grubbs, *Vice Chairman,* Director of Research, Tucson District #1	Tucson
Supporting Services	Charles E. Fauset, Dean, College of Education, Northern Arizona University	Flagstaff

Phase II: *The Government of Education: Organization and Administration*

General Chairman: Walter T. Lucking, Chairman of the Board, Arizona Public Service, Phoenix

Commission	*Chairman*	*Location*
State Education Agency and the County Superintendents	Howard C. Seymour, Superintendent, Phoenix Union High Schools	Phoenix
School District Organization	Merwin Deever, Director, Bureau of Educational Research and Services, Arizona State University	Tempe
	Ralph Goitia, *Vice Chairman,* Associate Superintendent, Department of Public Instruction	Phoenix
Local School Organization and Administration	Pat B. Henderson, Superintendent, Wilson School District	Phoenix
State Legislature and Education	Honorable A. E. Kluender, *Co-Chairman,* Chairman, Education Committee, Arizona House of Representatives	Phoenix

	Honorable William Huso, *Co-Chairman*, Chairman, Education Committee, Arizona State Senate	Show Low
Information Systems	K. R. Geiser, Manager of Executive Customer Relations, General Electric Computer Department	Phoenix

Phase III: *The Economics of Education*

General Chairman: Dixon Fegerberg, Jr., Senior Partner, Peat, Marwick, Mitchell, and Company, Phoenix

Commission	*Chairman*	*Location*
Elementary and Secondary School Finance	E. V. O'Malley, Jr., Investments, The O'Malley Companies	Phoenix
	H. V. Summers, *Vice Chairman,* Business Manager, Tucson District #1	Tucson
Junior College Finance	Robert Prochnow, R. W. Prochnow Insurance Company	Flagstaff
University Finance	Clarence R. Knous, Comptroller, Kennecott Copper Company, Ray Mines Division	Hayden

* * *

Denver ●
COLORADO

The period in which we are living is exciting and challenging for everyone concerned with education. There is a growing recognition of the need to provide broadened and better educational opportunities for all. It is essential for the welfare of the individual and of society that everyone have the advantages of an adequate program of education in light of the prospective changes in society.

The Colorado Department of Education must be fully prepared to provide the leadership required to assure the kind and quality of education that will be needed in this rapidly changing society. The *Designing Education for the Future* project has contributed significantly to this end, as well as to broader purposes, by providing valuable information and guidelines for effecting appropriate changes in Colorado. Constructive steps are being taken to effect needed changes in education in our state.

Byron W. Hansford
Commissioner of Education

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MAJOR DEVELOPMENTS AND ACCOMPLISHMENTS

The major purpose of the project in Colorado has been to identify educational needs and to obtain agreement on important changes that should be made in certain aspects of education prior to 1980. The following objectives were consistent with this purpose:

1. To increase citizen interest in assuring that Colorado provides the best education possible for children, youth and adults;
2. To involve both lay citizens and educators in an objective study of public education;
3. To provide interested citizens with information for meaningful discussion about the direction for education in Colorado;
4. To identify and stimulate needed improvements in the public school systems of Colorado;
5. To challenge concerned groups, the Colorado Legislature, associations, institutions, and agencies to take constructive action toward implementing study group recommendations; and
6. To foster the concept that planning at state and local levels is an essential ingredient of any purposeful activity related to educational improvement.

ORGANIZATION AND RELATIONSHIPS

It was apparent that the organizational structure for the project in Colorado should provide for the direct involvement of educators as well as lay citizens. These people should understand the importance of needed changes and serve as catalysts for the implementation of recommendations that emerged from the studies.

A project coordinator was selected by the State Board of Education to serve as the executive director for the project. He was a member of the department staff in the Division of Research and Development.

State Advisory Committee. The State Board of Education recognized the need for an Advisory Committee and local public school superintendents were asked to nominate citizens from their communities who were to be considered. From the nominees, the state board of education and the Colorado Department of Education staff selected prominent educators and lay citizens to serve on the advisory committee. Their task evolved around the development and implementation of procedural policies, including: (1) organization and operation of the committee; (2) role and relationship of the coordinator and out-of-state consultants; (3) scope, priorities and procedures for and (4) provisions for study review and information release. Meetings were held by the advisory committee on a quarterly basis throughout the project.

Study Committees. The advisory committee determined that there would be two major thrusts in any studies under the project: the educational program for the future, and the local and state educational organization needed to support the program. Specifically, the topics identified for study purposes were: (1) purposes, scope and goals of education; (2) educational needs of children, youth and adults; (3) instructional process and preparation of teachers; (4) supporting services for the learner; (5) language arts instruction for the future; (6) local school and school system organization; and (7) state educational organization and operation.

Seven study committees, each with an average of eleven members, were selected by the advisory committee and the state board of education to study the topics in depth and develop recommendations based on their studies. Assistant commissioners and division directors from the Colorado Department of Education were assigned to the study committees as resource persons and liason representatives between the committees and the department. It is estimated that over *six thousand man hours* were voluntarily devoted by the study committee members to the project.

Out-of-State Consultants. Two out-of-state consultants were used to provide "expertise" for the advisory and study committees. Dr. Lloyd E. McCann*, University of Arizona, served with the committees concerned with the educational program for the future phase of study and Dr. George B. Brain, Washington State University, assisted the committees on school organization and administration. Their purpose was to challenge the thinking of the committees and to point direction for the study process.

PROCEDURES AND ACTIVITIES

Early in the project, a historical study of Colorado's economic and social progress was made and an educational opinion survey of four hundred lay persons was conducted. Both studies provided information for the project participants in an attempt to orient them to developments in the state and to the layman's point of view regarding needed educational change.

Studies and Reports. Under the general guidance of the advisory committee, the study committees produced monographs that represented the results of their effort. An attempt was made to have each study monograph written in layman's language in accordance with a design and layout developed to encourage reading by the general public. The major objective in the monographs was to stimulate study and discussion in the state of the study recommendations. Basically each report consisted of: (1) a statement of the study challenge; (2) basic assumptions from study; (3) general direction for improvement; and (4) recommendations for implementation.

The monographs prepared for general distribution in Colorado were as follows:

Issues Facing Education in Colorado—an attempt to point to the "real" issues that the educational system faces.

Educational Needs of Children, Youth and Adults in Colorado—an overview of human needs that need to be fulfilled in developing an optimal learning environment.

New Directions in School Staffing in Colorado—an analysis of the emerging instructional process and the personnel needed to make it effective.

Enhancing Tomorrow's Learning in Colorado Through Supporting Services—the interaction of school and community to support the learner under the concept that "the total community educates."

Relating Local School Organization to Needs in Colorado—pointing to direction for local schol organizational improvement to make the educational system more relevant to the challenge of the times.

In addition to the monographs described above, a report entitled *The Teaching of Language Arts in the Future* was prepared and released for use in the public schools, since the content was directed more to the profession than to the general public. A report entitled *State Leadership in Public Education* was also prepared by the committee assigned to that area and reproduced for distribution to those who are especially interested.

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*Deceased

Two thousand, five hundred copies of each were printed. Beyond a basic circulation pattern of 750 influential persons in Colorado, these materials were sent upon request to varied groups in the state. Some of the larger school districts (for example, Denver and the Metropolitan Area districts, Colorado Springs, Grand Junction, and Greeley) used the monographs for both faculty and community purposes. The information contained in the study monographs provided subject matter for several newspaper articles, notably in the *Denver Post, Rocky Mountain News* and *Colorado Graphic,* that furthered the dissemination effort in Colorado. *Education Colorado,* news journal of the Colorado Department of Education, carried a series of articles dealing with information about the state and area aspects of the project.

Conferences. Nearly five hundred persons from Colorado attended the seven area conferences sponsored by the project. These conferences served as input for state group discussions and stimulated direction for necessary changes that were developed in the study committees. The week-long training session on *the utilization of the Systems Approach in Planning,* sponsored by Designing Education for the future, greatly assured the Interstate Project for Planning and Program Consolidation and contributed to long-range planning effort in the Colorado Department of Education.

Numerous educational conferences sponsored by the department of education included aspects of the project as part of agenda. Through department sponsored instructional improvement associations, the implications of the future for education received a great deal of attention. A youth conference, *Views of Youth for Education,* held in 1968, was geared to the year 1980 as a focal point for the deliberations that were held.

Publications and Filmstrips. Area publications, as well as Colorado study monographs, have been sent to numerous persons in the state. A basic mailing list included public school superintendents, General Assembly members, presidents and deans of education of the institutions of higher learning, project participants, professional staff of the department of education, 40 Colorado Press Association members, and lay citizens listed by the local superintendents as interested persons. *Area and state material* has also been used in educational conferences in the state and with groups such as the Colorado Congress of Parents and Teachers, the American Association of University Women, the League of Women Voters, and the Colorado Education Association.

The *filmstrip-tape programs* developed by the area project, have had wide circulation within the school systems and institutions of higher learning. Although the primary emphasis was for teacher in-service and pre-service activities, there were numerous requests related to school-community projects to further citizen understanding. It is estimated that over two thousand persons viewed and discussed these programs. These materials and programs will continue to be used for many years in the state.

RELATED DEVELOPMENTS

It can reasonably be said that the project in Colorado served to stimulate concern—both within and outside the education system—about the demands of the future, and greatly facilitated long-range planning to meet the needs. The project should be regarded as a "springboard" for necessary educational improvement action. It must be recognized that, because of the study time required in the project and the costs involved to move to action programs, most of the implementation is still to be realized. Thus, the true impact of the project cannot, as yet, be measured.

The placement of the Colorado DEF office in the division of research and development of the Colorado department of education enabled the project to function as an integral part of the following innovative programs: Title III, ESEA; Education Professions Development Act; Interstate Project for Planning and Program Development; and the Western States Small Schools Project—all of which are in the division. For example, several local district project proposals were stimulated by the project and submitted to Colorado's Title III ESEA program for funding.

The involvement of outstanding lay persons provided excellent resources for the department's advisory committees. These people are being used on the Colorado Council for Instruction and the Advisory Committee for Research and Development and as resource personnel for various department-sponsored educational conferences in the state. The significance of the involvement of lay people with the education system must be regarded as a "highlight" in the project.

Although project-related developments have not yet resulted in any specific changes in laws, there is ample evidence that consideration is being given to the recommendations. A legislative study of education in Colorado requested by the Governor may prove to be a major vehicle for DEF input toward educational improvement.

The project served to illustrate the concept of inter-state cooperation and to facilitate cooperative planning. Regional cooperation must continue in some form if some of the Rocky Mountain area problems are to be solved. As yet, statutory and additional differences among the individual states pose a major obstacle to this type of effort.

MAJOR RECOMMENDATIONS FROM THE STUDY REPORTS

More than thirty recommendations were made by the study committees in the project. They evolved from identified needs and advocate:

1. Generating more research on the fundamental nature of the learning process.
2. Involvement of more elements of our society in planning and implementation.

3. Establishment of local and state educational coordinating councils.
4. Developing demonstration (lighthouse) centers to test-try new innovations in education.
5. Improving the financial level of support for education.
6. Utilizing diverse support personnel (professional and non-professional) to assist in the learning process.
7. Applying the concept of accountability to educational purpose, program and finance.
8. Improving local school organization and encouraging local school systems to become more responsive to needed changes.
9. Stimulating further state leadership service from the Colorado department of education.

The two major study thrusts in the project—the educational program and the organization for education—received ample consideration and attention in the recommendations. The state board of education will review all recommendations to determine what implementation steps can reasonably and effectively be taken by the department and in the state. This action can have substantial impact on the role of the department in the future.

LOOKING TO THE FUTURE

The scope of needed changes and necessary implementation steps appears overwhelming in its complexities. The project has had an impact on the department, the public schools, and institutions of higher learning through its emphasis on planning for the future.

Innovative program activity under Title III, ESEA, and the Education Professions Development Act can continue to be stimulated by the improvement concepts developed in area and state project publications. Such effort provides a major local level thrust in support of project objectives.

Prospective teachers in Colorado's institutions of higher learning are being, and will continue to be, influenced by the concepts for improvement that were identified in area and state publications. Several colleges—namely, Adams State, Colorado State College, and Metropolitan State—have modified their teacher preparation programs in line with project objectives to make courses more meaningful and consistent with the demands of the future.

Members of the department of education staff have incorporated many of the project concepts into their philosophy. Their contact with all types of groups will serve to continue the impact of the project throughout the state.

Various lay persons and community groups are better informed as to the implications of the future for education through stimulation received from involvement and the project publications. This is reflected in requests received by the project for resource material and consultative help on social and community problems as well as on educational issues.

The voice for needed change has been strengthened in the state with the project helping to provide direction for improvement in education. The extent to which this effort will be marshalled is to be realized. The state board and department of education are committed to educational improvement and represent the prime vehicle for this to happen.

Arthur P. Ludka
State Coordinator
Designing Education for the Future

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Advisory Committee

Lloyd E. Worner, Chairman	President, Colorado College	Colorado Springs
Allen Dines, Co-Chairman	Attorney and State Senator	Denver
Salvatore Alioto	Assistant Superintendent Aurora Public School District	Aurora
E. L. Buchanan	Personnel Director, United Air Lines	Denver
Edward U. Condon	Professor, University of Colorado	Boulder
John J. Jett	President, Vulcan Denver Corporation	Englewood
Charles F. Kettering	President, CFK Foundation Limited	Denver
Ronald Lemon	Director, State Division of Commerce and Development	Denver
William Lindsey	Executive Director, Colorado Press Association	Denver
William A. Newton	President, Rocky Mountain Natural Gas Company	Denver
Sebastian Owens	Executive Director, Urban League of Colorado	Denver
Mrs. Walter Orr (Janet) Roberts	Community Leader	Boulder
Joseph P. Smiley	President, University of Colorado	Boulder
Kenneth P. Timmons	Space Engineer, Martin Marietta Corporation	Denver
W. Del Walker	Superintendent, Jefferson County Public School District	Lakewood
Wilbur Weir	Director, Personnel Training, Public Service Company of Colorado	Denver

Study Committees and Chairmen

Committee	*Chairman*	*Location*
Purposes, Scope and Goals of Education	Theodore Albers, Dean, Community College of Denver	Denver
Educational Needs of Children, Youth and Adults	Albert J. Michel, Director of Elementary Education Jefferson County Public Schools	Lakewood
Instructional Methods and Preparation of Teachers	John Turano Dean of Education Adams State College	Alamosa
Supporting Services for the Learner	Don Harper Superintendent Englewood Public School District	Englewood
Language Arts Instruction for the Future	Robert Dunwell Professor Colorado State College	Greeley

Local School and School System Organization	**Anne Welch Carroll Professor University of Denver**	**Denver**
State Educational Organization and Operation	**Robert O'Dell Administrative Dean Metropolitan State College**	**Denver**

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IDAHO
Boise

Designing Education for the Future has served to establish a base from which present and future plans emanate. It has involved representative citizens, school patrons, and educators, all working together for the greatest and most efficient use of our public school system.

A continuing look to future planning at both the local and the state levels has become a definite outgrowth of the project. Surveying and assessing future and immediate needs for both the individual and society's institutions is a basic step in our concentrated planning in Idaho.

To date, some of the major accomplishments in Idaho are a self-evaluation program for each local school district, a complete state-wide study of the reorganization of school districts in the state, and the projection of plans for teacher training. We are now considering the probable establishment of committees for further educational projections into the 1980's as they relate to the various aspects of our society.

The environment of the 80's cannot fail to be exciting and stimulating. It will, in addition, I am convinced, provide opportunity, possibilities and incentives far beyond anything yet known in today's world. It is our desire that Idaho's students will be ready to meet the challenge of the 1980's.

D. F. Engelking
Superintendent of Public Instruction

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MAJOR DEVELOPMENTS AND ACCOMPLISHMENTS

Designing an educational program for the future is a complex and difficult undertaking. But it is in helping to study the educational needs of the future that citizens can make their most significant contributions. Casual and informal contacts with citizens are not likely to produce constructive proposals for the improvement of educational opportunities. A more formal approach through organized citizen activity seems far more appropriate if citizens are to be asked to contribute intelligently to any educational design for the future.

Certain basic objectives served to motivate all efforts and activities of the project, *Designing Education for the Future,* in Idaho. Among these were:

1. To seek participation of Idaho citizens, both at the local and state levels, in the development of educational plans, purposes, and objectives;
2. To point out the necessity and feasibility of school district reorganization as a priority goal for the improvement of education as we look to the future;
3. To stress the responsibility of teacher training institutions to upgrade the expertise and techniques of their graduates;
4. To bring to our people an awareness of new educational changes and challenges;
5. To help the people of Idaho to recognize the importance of expanded leadership and service of the State Department of Education as it plans needed improvements in education;
6. To establish a desire on the part of the citizens of the state to be willing to pay the price of providing an equitable educational opportunity for all the boys and girls of Idaho;
7. To establish in the minds of the parents of our students that not every boy and girl will be college bound; and that adequate training for the world of work must be a valid point of our educational program;
8. To develop strong recommendations for education through the Advisory Council that will become guidelines for implementation to effect the future of educational design for the interim years of the 1970's leading to the 1980's; and
9. To continually strengthen the state department of education in its leadership and service role.

ORGANIZATION AND RELATIONSHIPS

Idaho utilized the services of George B. Brain, Dean, College of Education, Washington State University, as the out-of-state consultant. Working directly with the state coordinator, he (1) assisted in organizing the Advisory Council and developing its code, (2) helped to formulate the study committee guidelines for procedure, (3) evaluated project progress, (4) attended and participated in area conferences, (5) assisted in the development of the final report of the advisory council to the State Board of Education.

The Idaho coordinator was a full time member of the state department of education staff. Working directly under the State Superintendent of Public Instruction, he served as liason between the advisory council and the state superintendent. He also acted as executive secretary to the advisory council, and as an ex-officio member of all study committees.

Citizens' Advisory Council on Education. The Citizens' Advisory Council for the project, consisting of twenty members, was established by the state board of education to evaluate the needs of the state's schools, and to design an educational program for the 1980's. All but four of the council members were lay citizens.

After first reviewing the major educational facts and issues, both on the state and the national level, the council approached the task of making recommendations for the 1980's with the realization that theirs was a rare opportunity and a grave responsibility. In working toward meeting its responsibilities, the council was guided by a set of major goals which can be summarized as follows:

1. To contribute to the public understanding of fundamental issues in education by raising the level of understanding of what good schools are and what good schools can do for Idaho;
2. To stimulate creative thinking in examining educational issues and to provide recommended courses of action to meet both existing and emerging needs, so that the quality of education may improve in its effectiveness throughout the state;
3. To utilize all of the state's resources, both human and material, in the development of an educational program of highest possible quality by 1980;
4. To keep citizens informed about the needs, purposes, and problems of the public schools;
5. To prepare a report and recommendations for the state board of education, the state superintendent of public instruction, and the public which will guide them in shaping educational policy for the schools of 1980; and
6. To recognize and take advantage of the unique opportunity in the eight intermountain states, and particularly in Idaho, to study, plan for, and help bring about the necessary advancement in programs of public education by the 1980's.

Study Committees. Lay citizens participated in each of the Study Committees that were appointed by the advisory council to gather data and prepare reports relative to the future of education.

The committees developed position papers and circulated them among both lay and professional persons, in order to receive significant feed back. Individual committee members were requested by their chairmen to develop the initial drafts of position statements. The entire committee then assisted with the refining process, until the statement became one of consensus. The publications of the Eight-State Project were used extensively in conceptualizing the guidelines for designing the educational future for Idaho.

The study committees and areas of concern of each committee were:

The Educational Program: To inquire into educational needs, goals, objectives, and into the adequacy of the processes, materials, and programs of instruction of the schools of Idaho.

Administrative Structure and Organization: To effect an overview examination of the formal structure and administrative pattern of the schools.

School-Community Relations: To study methods through which meaningful and adequate lines of communication may be effectively established between the schools, the public, and the state department of education.

School Facilities, Sites, and Services: To direct special attention to the site and facility requirement of school programs for 1980; to focus attention on problems of design of new structures and upon the inadequacy and obsolescence of those structures which are presently in existence.

School Finance and Business Procedures: To review provisions for financing education in Idaho and to make recommendations for appropriate long term action in the areas of federal involvement, business management, equitable state support (foundation program), transportation, and capital outlay.

School Legislation: To examine critically the existing statutes of the state as they impinge on educational practices and programs; to develop areas of concern for further study and legislative action.

Each study committee prepared and presented a preliminary report to the council for review. The advisory council then made an overall report to the state board of education, which included the major recommendations.

Idaho Task Force Committee for Education. Because of urgent and immediate problems, a state-wide Task Force Committee was appointed by the advisory council during the fall of 1967. This committee of twenty-eight citizens was representative of a cross-section of Idaho, not only geographically, but on the basis of occupations.

The primary objectives of the Task Force were:

1. To consider the needs of Idaho education for the next five years.
2. To determine the types of educational programs and the financial structure behind them as they presently exist in Idaho.
3. To establish feasible and workable standards of educational programs for our students.
4. To develop the necessary financial structure to implement the desired programs of education.
5. To make recommendations to the advisory council for their review and transmittal to the state board of education; such recommendations to become a part of their legislative program for the annual session of the legislature 1969 through 1973.

This committee obtained data from local school district task forces, which accomplished self-evaluation programs using *Profiles of Excellence* as the evaluative instrument. It is estimated that over fifteen hundred citizens of local school districts participated in these studies. As a result, Idaho seems to have a better informed and a more interested citizenry.

PROCEDURES AND ACTIVITIES

Historical Study. During the spring of 1966, a study was made and a report prepared on the important changes that have occurred in Idaho during the period 1863-1966. A broad distribution of this publication was effected throughout the state. The report covered such aspects as major changes that had been made in education, when the changes were achieved, and how and why they were made.

Opinion Survey. In the summer of 1966, leading citizens of Idaho were asked to give opinions as to (1) the best features of the educational program; (2) the most serious weaknesses or gaps in the educational program; and (3) suggestions of changes that needed to be made for improvement. These data were analyzed and the information disseminated to a broad segment of Idaho citizens.

Area Conferences. A strong effort has been made to broaden the base of involvement by inviting a cross section of Idaho citizens to participate in the seven major area conferences programmed by the project. Because of this effort, the state was well represented and the participants were able to bring to the state and to local communities many new ideas and challenges. Delegates included were state governmental officials and legislators (Gov. Don Samuelson attended two conferences), advisory council and study committee members, representatives from all levels of education, laymen (including representatives from business and industry) and the state superintendent and members of his staff.

The delegates were impressed with the changes taking place in education elsewhere which also needed to be effected in Idaho at the state and local levels. Trustees of several local districts were able to attend some of these conferences and they began to view their own districts with new perspectives. New views of local school system organization and operation, suggestions for strengthening and changing state organization, new ideas and concepts for financing education, and for operational efficiency of educational agencies were gained by all who participated.

Work-Conference on State Planning. One of the most significant conferences, which was attended by five members of the state department of education staff and the coordinator, was concerned with long-range comprehensive planning by state departments of education. This conference discussed the science of planning and focused on the use of the systems approach as a tool in planning. Because the state department staff members had additional exposure to this technique, a new dimension—that of providing expert assistance in planning activities at the local level—was added to the planning capabilities within the state department of education.

State Meetings. A total of six Task Force Review Conferences, sponsored by the Idaho project, were held throughout the state with approximately eight hundred people in attendance. The purposes of the review conferences were:

1. To help people learn about the task force recommendations.
2. To provide an opportunity for supplemental recommendations.
3. To provide an opportunity to disseminate further information about the Eight-State Project.
4. To present the recommendations to be made by the state board of education to the 40th Idaho Legislature relative to the budget for financing the public schools during the 1969 - 1971 biennium.

Two statewide conferences were held to discuss school district organization. One was held in Moscow, at the University of Idaho, in 1967. This conference was entitled "An Invitation to Planning", and involved people from business, industry, labor and education. In 1968, another conference was held in Boise on "planning for school district organization in Idaho".

Filmstrips and Area Publications. The filmstrips developed by the project have found wide acceptance by educators and graduate students in education. They have also been shown to a large number of teacher groups and organizations such as the P. T. A. and service clubs. School trustee groups have used them as part of their program of in-service training. They are available through the film libraries of the state department of education, the University of Idaho, Idaho State University, and Boise State College.

Area publications were distributed to over 700 leaders in Idaho. These include the members of the state board of education, educators at the elementary, secondary and higher educational levels, participants in area conferences, selected business and professional persons, as well as government officials, advisory and study committee members, and members of the state department of education staff. In addition, copies were sent to all college and university libraries, and to many city libraries.

RELATED DEVELOPMENTS

The project has been considerably strengthened in Idaho because of several most interesting and worthwhile related projects being carried on through other titles of the Elementary Secondary Education Act. Also, the state department of education had some very significant contractual studies which were most beneficial to *Designing Education for the Future*. These included studies relating to school district organization; continuing education; fees charged to students; insurance costs of school districts; pupil costs of education; reporting practices; the finance of education; a preliminary assessment of educational needs; and so on. The results of these and other studies provided the study committees with pertinent data to use as a basis upon which conclusions could be made.

MAJOR RECOMMENDATIONS

The major recommendations are:

1. To reorganize the 117 school districts in Idaho in order to assure quality education to all children in an economically efficient manner.
2. To do away with the two-thirds majority concept in school bond elections.
3. To provide a method of support from the state level for the construction of school buildings.
4. To appoint a director of school-community relations within the state department of education.
5. To form a permanent legislative committee under the state board of education.
6. To quadruple the capacity of area vocational-technical schools by 1975, and to double that capacity again by 1980.
7. To implement a system of publicly supported kindergartens by 1973.
8. To refuse full time employment to any teacher who has not met the requirements for full certification as established by the state board of education.
9. To retain the concept of one state board of education for Idaho, with overall coordinating and policy making power. Furthermore, that the state board of education have the power to appoint the state superintendent of public instruction.
10. To continually review the existing curricula of teacher training institutions in Idaho to the end that changes will be made effecting appropriate, pertinent, and relevant programs of teacher education.
11. To add continuity to the thrust of the Eight-State Project through the appointment of an advisory council to work with the state department of education.

LOOKING TO THE FUTURE

The major benefits to Idaho education from the Eight-State Project will not be realized with the filing of the final report and recommendations—as important as these are—but rather through the continuation of those activities which have heavily involved professional staff members with the lay citizens of the state. This will be accomplished through the appointment of a permanent advisory council functioning with the department.

The continuing impact on the educational program will result from the quality input of efforts by lay persons in cooperation with educators.

This will occur only when there is a focus on positive achievements as they affect program activities, which in turn will ensure improvements in school organization and operation.

The project in Idaho has attracted the attention and interest of people throughout the state. Special programs have been presented in at least sixty communities, and, in some cases, to several groups within the community. This programming can be continued by the use of the film strip series developed by the project.

An emphasis on planning and implementation of major recommendations will be stressed by the newly organized Division of Planning, Evaluation and Dissemination within the state department of education. Planning capabilities at the state level, using the systems approach, will also be extended to local school districts as a service function of the department. By this means, a competency for planning can be developed at the local district level. School districts will continue to do self-study and evaluation programs under a more effective systems technique for long-range comprehensive planning.

Through a consortium involving public and private teacher training institutions in Idaho working with the state department of education a continuing review of teacher recruitment and training will be effected.

The future will continue to present a challenge to lay citizens and professional educators in Idaho as long as the state has such problems as (a) a dearth of vocational-technical educational program offerings; (b) school buildings that are obsolete; (c) a distressing lack of library materials as well as a limited number of trained librarians throughout the educational system; (d) an urgent need for qualified personnel in the area of supporting services; (e) school districts that need to be reorganized to achieve higher quality educational programs and more efficient business management; (f) teachers' salaries that are not up to the standards of many surrounding and competitive states; (g) no public supported program of kindergartens; and (h) an urgent need for an all-encompassing program of special education for both rural and urban settings.

Robert S. Gibb
State Coordinator
Designing Education for the Future

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Citizens' Advisory Council on Education

Robert L. Montgomery *Chairman*	Executive Vice-President, Idaho Bank & Trust Company	Pocatello
Larry W. Harris, Jr. *Vice-Chairman*	Secretary, Boise Cascade Company	Boise
Fred Brailsford	Rancher—Stockman	Buhl
P. A. Christianson	Past President, North Idaho Junior College	Coeur D'Alene
George Crookham, Jr.	President, Crookham Company	Caldwell

William E. Davis	President, Idaho State University	Pocatello
Robert B. Day	District Manager, Amalgamated Sugar Company	Twin Falls
Eugene C. Dorsey	Publisher, The Idaho Daily Statesman	Boise
Philip A. Dufford	President, Intermountain Equipment Company	Boise
Ernest W. Hartung	President, University of Idaho	Moscow
Ermil S. Jerome	Master, Idaho State Grange	Meridian
W. Grant Kilbourne	Vice-President, J. R. Simplot Company	Pocatello
Harold Lough	State Tractor & Supply, Inc.	Moscow
Dauchy Migel	Physician and Surgeon	Idaho Falls
John J. Peacock	Attorney-at-Law	Kellogg
Fred S. Rooney	General Manager, F M C Corporation	Pocatello
Nels Solberg	Haynes-Solberg Insurance State Senator	Grangeville
I. T. Stoddard	Superintendent of Schools	Blackfoot
Charles H. Trent	President, Idaho Nuclear Corporation	Idaho Falls

Study Committees and Chairmen

Committee	*Chairman*	*Location*
School Finance and Business Procedure	John Glasby, Clerk-Treasurer, School District #193	Mountain Home
School-Community Relations	Eugene C. Dorsey, Publisher, The Idaho Daily Statesman	Boise
The Educational Program	Richard Willey, Dean, College of Education, Idaho State University	Pocatello
Administrative Structure and Organization	J. Lowell Scott, Superintendent, School District #2	Meridian
School Facilities, Sites and Services	Carl W. Warner, Deputy State Superintendent, General Services	Boise
School Legislation	Allen P. Jeffries, Director, Statistical Services, State Department of Education	Boise
Idaho Task Force Committee for Education	J. Burns Beal, Idaho Public Utilities	Boise

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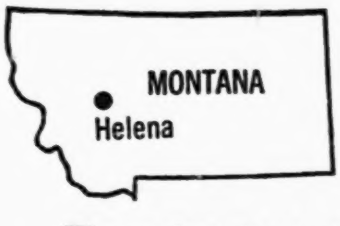

Montana and the other Rocky Mountain States will continue to experience rapid changes in all aspects of our society. Education must keep pace with these changes to insure that the youth in our schools are capable of becoming contributing members of society.

The project, *Designing Education for the Future,* has given the people of Montana some ideas as to what the future might be and has presented alternative ways education might adjust to keep pace with prospective changes in society. This project has had a positive effect in encouraging the people of Montana to plan for the future, to look ahead to 1980, to anticipate what our state will be like at that time, and to consider what kinds of educational experience we should provide to prepare boys and girls to live in the 1980's and beyond. In addition, the opportunity for Montanans to share ideas with people from other states in area conferences has had a stimulating effect on the conference participants and has provided impetus for change in our educational system.

Dolores Colburg
Superintendent of Public Instruction

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MAJOR DEVELOPMENTS AND ACCOMPLISHMENTS

ORGANIZATION AND RELATIONSHIPS

The basic organization for Designing Education for the Future project in Montana was similar in many respects to that in the other seven states participating in the project. Two project coordinators, appointed by and serving under the direction of the Superintendent of Public Instruction, provided the professional leadership for the project. Mr. Earl Peterson served as Coordinator from the beginning of the project until 1967; the present coordinator served from that time to the conclusion of the project.

State Advisory Committee. A State Advisory Committee, including 18 state leaders in education, business, industry and labor who had shown an interest in education prior to their selection to serve on the committee, was appointed by the state superintendent to give direction and support to the project.

At its first meeting the committee considered "grass-roots" support for educational planning as the first priority of the project in Montana. In addition, the committee considered it imperative that, throughout the state, knowledgeable and influential citizens become involved in the project. However, the sparse population and large geographic area in Montana posed a problem to extensive citizen involvement.

Area Committees. After considering the problem, the advisory committee recommended that the state be divided into geographic areas and that area committees be appointed to disseminate information, study local needs and give the state committee and state superintendent the benefit of their ideas and opinions on planning education for the future. Fifteen area committees were established and, as a result, over 300 influential lay citizens were actually involved in the project.

Ad Hoc Study Committees. Committees of a different kind were organized as part of educational planning and were called Ad Hoc Study Committees. The membership on these committees consisted of approximately one-half professional educators and one-half from the state advisory committee and the area committees. These committees were instructed by the state advisory committee to make specific recommendations on the scope and goals of education.

The topics assigned the ad hoc study committees were: *Scope and Goals of Education; Planning School Facilities; Early Childhood Education; Minimum School Standards; Dissemination of Information;* and *Curriculum.* The project organization in Montana was designed to involve a maximum number of people and to help them to become aware of the changes which must take place in education by 1980.

PROCEDURES AND ACTIVITIES

The major activities in the beginning months of the project were devoted to organizing and setting the stage for subsequent developments. Dr. Merrill G. Burlingame prepared an historical perspective on major educational changes in Montana and the coordinator conducted an opinion survey on the strengths and weaknesses of Montana education.

AREA CONFERENCES AND PUBLICATIONS

The area conferences at Salt Lake City, Utah, Denver, Colorado and Scottsdale, Arizona were well attended by Montana educators and advisory committee members and gave tremendous impetus to work within the state. Publications from these conferences were distributed to the following:

1. Public libraries, where persons who become interested in Designing Education for the Future would have easy access to the background information.
2. College administrators and schools of education, to give teacher training personnel and future teachers and administrators a background in planning for change.
3. Newspapers and other public media as background material for editorials supporting long-range educational planning.
4. State advisory committee members and local area committees for study and reference.
5. Ad hoc study committee members, as reference material for making recommendations for educational change.
6. Supervisors and curriculum consultants in the State Department of Public Instruction.

Project publications have been placed in all the teacher training institutions and are in use as reference material in undergraduate and graduate programs.

MAJOR ACTIVITIES IN THE STATE

The area committees began functioning during the summer of 1967 following a statewide television broadcast in support of these efforts. The area committees:

- Gave the eight-state project and educators throughout Montana and the eight-state area the benefit of the ideas, opinions and experiences of influential citizens from all geographic areas of Montana.
- Provided a statewide sample of public opinion on needed educational change.
- Developed a nucleus of informed people throughout the state who are aware of prospective changes in society and the effects these changes will have on education.

Twenty public meetings were held throughout the state to give the general public an opportunity to become involved, and to see and discuss the filmstrips developed by the project. A major purpose was to encourage public support for needed changes in education.

Each public meeting also gave the local school administrators an opportunity to explain what changes had taken place in their schools and what they would like to see accomplished in the future.

Higher education institutions—both public and private—maintained an active role in the project from its beginning. Two college presidents were on the state advisory committee; the greater university system was well represented on the ad hoc study committees and members of the schools of education met with area committees and the state advisory committee to discuss ways of improving teacher training.

In July, 1967, the School of Education at the University of Montana, in cooperation with the Montana Association of School Administrators, sponsored a statewide conference in Missoula entitled, "The School Administrator's Role in Designing Education for the Future."

Montana State University at Bozeman sponsored a guest lecture series on Designing Education for the Future. This lecture series, well attended by graduate students in education and university faculty members, emphasized the new roles teachers must assume in classrooms and the need for more attention to students as individuals.

Among the highlights of the activities in Montana were the Youth Idea Conferences on Designing Education for the Future. High school and university students travelled to central locations to meet with advisory committee members and school administrators to give their ideas on how education would be made more meaningful to youth.

Designing Education for the Future was the topic of a statewide meeting of school administrators on April 8 and 9, 1968, in Helena, Montana, sponsored by the State Superintendent of Public Instruction. The major concepts identified by the eight-state project as priorities for school improvement were the topics of papers delivered by experts in education planning.

Ad hoc study committees continued to meet until the end of the project to develop guidelines for long-range planning. A synopsis of their recommendations is in the following section.

RECOMMENDATIONS

All area committees and the six ad hoc study committees made reports to the state advisory committee. The following are the major concepts and recommendations, primarily concerned with the educational program, that were developed by these committees:

- **Early childhood education should be made available according to the needs of children regardless of age. Financing this program should be a state responsibility and be a part of the foundation program.**

- Public schools must develop into educational centers to serve the educational needs of the entire community. The scope of such community schools should include programs for people of all ages with a variety of needs.
- More emphasis should be placed on community involvement in long-range educational planning. Parents and teachers must work together to establish the goals and objectives for the educational program in their communities and institute long-range planning for implementation of these goals.
- Schools should, as rapidly as possible, adapt their educational program to individual progress curriculums and allow students to progress at their own rate.
- Human values must receive more consideration in Montana education. The present methods of evaluating student progress must be changed to eliminate the possibility of failure in school.
- Emphasis must be placed on allowing and encouraging students to accept responsibility for learning with less emphasis on memorization of facts.
- The average boy or girl in school today may change occupations several times. Vocational education must accept the challenge of constantly changing technology, and educate youth and adults to master skills for new and emerging occupations whenever the need arises.
- The special needs of rural youth must be recognized. The Office of the State Superintendent of Public Instruction and colleges and universities must develop programs using various media to enrich the educational program for rural youth and adults.
- A teacher exchange program should be instituted on both an interstate and intrastate basis. Teachers from rural areas and small towns should be given the opportunity to experience the problems of urban education to make their own teaching more meaningful.
- Teacher contracts should be on a twelve-month basis which should include in-service training, sabbaticals, and other learning experiences which upgrade the educational program of the community.
- The Office of the State Superintendent of Public Instruction should develop a master plan for Montana education.

PLANS FOR THE FUTURE

A Designing Education for the Future micro project is underway in Ravalli County Montana. Its purpose is:

> To develop an inter-district, county-wide education planning capability that will identify education goals, clarify policies, set priorities, coordinate interdistrict involvement, mediate differences, consider alternatives and decide on a single comprehensive educational plan for Ravalli County and advocate acceptance of that plan.

This project will provide the Office of the State Superintendent with a model for action in counties with similar educational problems.

Efforts will be continued by the Office of the State Superintendent to involve lay people in educational planning. Liaison will be maintained between the state superintendent and the members of the various Designing Education for the Future committees.

Wayne Grames
State Coordinator
Designing Education for the Future

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Advisory Committee Members

Magnus Aasheim	Farmer, rancher, Representative, Sheridan Co. Chairman, House Educ. Comm.	Antelope
W. R. Anderson	President, MASA Supt. of Schools, Polson	Polson

The Rt. Rev. Msgr. Anthony Brown	President, Carroll College	Helena
Robert S. Cotton	Farmer Senator, Valley County Chairman, Senate Educ. Comm.	Glasgow
Joe Crosswhite	President, Montana AFL-CIO	Columbia Falls
Tony Gerharz	CPA, Gerharz & Company	Billings
Russ Hart	President, Hart, Albin Company	Billings
George Lund	Retired Banker, Former member, St. Bd. of Educ.	Reserve
Charles Mahoney	Stockman, Former Legislator	Jordan
Frank McPhail	Doctor	Great Falls
Clarence Popham	Rancher, Former member, St. Bd. of Educ.	Corvallis
R. H. "Ty" Robinson	Lawyer	Missoula
Mrs. Lois Sampson	Medical Technologist Member, Local School Board	Kalispell
James E. Short	President, Western Montana College Chmn., Presidents' Council	Dillon
Mrs. Jessica Stickney	Member AAUW	Miles City
Paul Working	Insurance Agent, Clayton & Working Agency	Livingston
Mrs. Hazel Morgan	Former Legislator	Stanford

Area Committee Chairmen

Fred R. Van Valkenburg	Dean of Students Eastern Montana College	Billings
W. E. Harris	Doctor	Bozeman
Lester Zeihen	Geological Dept. of Anaconda Co.	Butte
Milton Fladager	Rancher	Glasgow
Judd Walker	Rancher	Glendive
Francis Mitchell	Ayrshire Dairy	Great Falls
Brad Dugdale	Attorney	Havre
Ward Shanahan	Attorney	Helena
R. Glenn Kennedy	Anaconda Company	Kalispell
Paul D. Hodge	Farmer	Lewistown
Howard Heiner	St. Regis Paper	Libby
Mrs. Robert Phair	Housewife	Miles City
Mrs. Maxine Johnson	Assistant Director Bureau of Business Research	Missoula
Mrs. William Pyper	Housewife	Shelby
J. Harry Johnson	Rancher	Sidney

Ad Hoc Study Committees and Chairmen

Committee	*Chairman*	*Location*
Goals and Scope of Education	Russ B. Hart, President, Hart Albin Company	Billings
Planning School Facilities	Willard Anderson, Superintendent of Schools	Polson
Early Childhood Education	Kermit Cole, Elementary Supervisor, State Department of Public Instruction	Helena
Minimum School Standards	Alve H. Thomas, Secondary Supervisor, State Department of Public Instruction	Helena

Dissemination of Information	Phillip A. Ward, Director of Instructional Services, State Department of Public Instruction	Helena
Curriculum	Msgr. Anthony Brown, President, Carroll College	Helena

* * *

NEVADA
Carson City

The eight-state project, *Designing Education for the Future,* has had a positive influence on the planning of educational programs in Nevada.

One of the most notable accomplishments of this project has been the involvement of citizens in a continuing study of the needs of education in Nevada and an enunciation of the factors which limit meeting those needs. Those factors have, in turn, been utilized by the Nevada State Department of Education in its publication "For Nevada's Future" which identifies and discusses emerging mandates for education and suggests models and exemplars for responding to those mandates.

An additional significant accomplishment of the project has been the publications, including papers prepared by highly competent people in a variety of fields relating to the education. The availability of timely and relevant information and concepts regarding curriculum, organization, management and financing has been of considerable benefit to Nevada in its planning for the future.

Many additional and perhaps ancillary benefits have accrued to the state through this project. The opportunity it afforded to meet a great many individuals from other areas and discuss educational problems of mutual concern, the sharing of noteworthy concepts and ideas, and the recognition that no one of us is really isolated from another, are not the least of these benefits.

Burnell Larson
Superintendent of Public Instruction

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MAJOR DEVELOPMENTS AND ACCOMPLISHMENTS

Nevada is a state in which unique conditions and situations exist—conditions and situations which have had and will continue to have important implications for education. As an illustration, Nevada has one of the smallest total populations of all the states, but for the past five years has had one of the highest growth rates in the nation.

In 1966, Nevada had 17 county school districts operating 246 schools: 182 elementary, 64 junior and senior high schools and 32 private and parochial schools. Contrasts such as the following existed: one school district had $118,000 per student in assessed valuation of property, while another had only $4,582; one district did not have a high school, while another had 2,484 graduates from the twelfth grade; one school district lost 15.79 percent of its student population in that year, while another gained 14.29 percent.

Five of the 17 districts had no kindergarten programs, and one district had no superintendent (affairs of the district were administered by the school board and the State Department of Education.) Two districts had 58,284 and 23,462 students, respectively, in average daily attendance, with the remaining 21,469 students distributed throughout the other 15 districts. The combined total population for two of the districts was fewer than 1,000 persons. Nevada was also operating two universities in Reno and Las Vegas, at the extreme north and south portions of the state.

ORGANIZATION AND RELATIONSHIPS

State Advisory Committee. After study and consideration of the problems and potential goals for education in Nevada, and the factors that limited achievement of these goals, organization of an Advisory Committee for the project was begun early in 1966. Lists of names were submitted to the Coordinator from government, industry and educational sources. The coordinator then submitted the names to the Chief State School Officer. Invitations were sent to each individual selected (5 educators and 13 lay citizens), explaining the project, stating the purpose, function and requirements of the committee, and asking him (or her) to serve. Members of the Study Committee were selected in the same manner.

The guiding policies adopted by the advisory committee were as follows:

1. To determine the general scope of the study and, after considering recommendations of study committees and consultants, the general plan of organization for accomplishing the study.
2. To assure emphasis upon long-range planning and means to meet educational problems, goals and objectives for Nevada.
3. To emphasize procedures designed to result in widespread, long-range understanding of Nevada's public school problems and needs in order to develop a desirable program.
4. To obtain all pertinent facts and background information needed for a comprehensive study of the education programs in the state; to determine the purposes and objectives which should be realized in developing a satisfactory program of education, and to arrive at conclusions and recommendations designed to assist in attaining desirable objectives.
5. To arrive at decisions only after careful study of all the evidence involved, and preferably on the basis of a bona fide consensus, so far as practicable, rather than simply by majority vote.
6. To prepare and make available an unbiased and objective report of the study, including the findings, conclusions and recommendations, together with pertinent explanations, and to publish and disseminate widely a simplified, illustrated report designed to assure that the proposed program will be understood by people throughout the state.
7. After considering recommendations of the consultants and the study committees, to agree upon and adopt all official conclusions and recommendations growing out of the study.
8. To prepare all reports necessary to meet the objectives of the project.

Study Committee. The study committee consisted of eight educators from elementary and secondary education and the state department. This committee's role was to research the educational problem areas and report its findings to the advisory committee. The advisory committee made the decisions regarding methods and subjects of study. The study committee identified a number of limiting factors which were hampering Nevada's educational system. These factors were studied and discussed with the advisory committee. The results were converted into positive recommendations and published for statewide distribution. The proposed areas of concern and planning were outlined as follows:

1. The student and the learning process;
2. The educational program;
3. Educational personnel;
4. Leadership, organization and administration on the state and local levels;
5. Non-University education beyond the high school;
6. Research and Development;
7. Educational facilities, transportation and food services; and
8. Financial support.

For the duration of the project in Nevada, these two committees were the only ones activated, as it was felt that better results would be obtained by the work of well organized small groups. As has been noted, the majority of the advisory committee members were from organizations outside of education, while the study committee was made up entirely of educators. Another unique aspect of the project in Nevada was that, after the study was under way, the advisory committee deemed it more efficient and productive for the study committee to meet with them regularly. During these meetings a vote was never taken. After thorough discussion, all decisions were arrived at through consensus.

State Coordinator. The state coordinator, with the help of the advisory committee, has been responsible for organizing and administering the project in accordance with the terms of the contract and policies approved by the state board. He obtained the cooperation of various state agencies and organizations in providing pertinent information on trends having implications for various aspects of education. Under his guidance, a preliminary design was developed for effecting the major changes needed, after agreement had been reached on these changes.

The out-of-state consultant, Dr. Frank Farner, provided assistance to the committee as needed. He was especially helpful in identifying the role of the advisory committee and in helping to develop statistical information relevant to identification of limiting factors in Nevada's educational system.

PROCEDURES AND ACTIVITIES

Area Conferences and Reports. Nevada was well represented at each of the area conferences. Most of the project committee members, several key legislators, representatives of business and industry, and many educators attended. Participation in these conferences helped to give project goals heightened interest, increased dissemination of the information, helped to bring about closer involvement of legislators and others in influential positions, and enabled them to better appreciate Nevada's educational needs and the manner in which the state could fit into the area aspects of the project.

Area publications have been distributed throughout the state—to the university, school libraries, educators and interested citizens. The publications are being used as texts and reference volumes in university classes. They also have helped the project committees in preparing material and reports.

All of the area publications were studied in an effort to identify concepts pertinent to Nevada education—including community colleges, vocational-technical schools and long-range planning. This information has been utilized in the Master Plan, "For Nevada's Growth," prepared by the state department of education.

The project films have been, and continue to be, shown and discussed at PTA meetings, educators' workshops, educational conferences and at other related meetings, and are being used at both universities for upper division resource material. They have helped to promote interest in the goals of the project, including educational planning for the 1980's and a strong state department of education to carry out this planning.

In addition, the Nevada coordinator supervised and was instrumental in producing the film, "For Nevada's Growth." Project funds were made available to cover costs of the film, now being widely utilized throughout the state to publicize and promote understanding of the goals and purposes of the state department's Master Plan for future education in Nevada.

Shortly after the activation of the project, arrangements were made to publish a history of education in Nevada in July of 1966 under the title, "Historical Perspective on Major Educational Changes in Nevada, 1861-1966," and was distributed statewide to schools, the universities and interested citizens.

In September of 1966 a statewide study was initiated to ascertain what representative citizens considered the most outstanding needs of education in Nevada. This opinionnaire was mailed to 330 prominent people in the state. The questions contained therein were:

1. In your opinion, what are the best features or the greatest strengths of the state organization for, or programs of, education?
2. In your opinion, what are the most serious problems or weaknesses in the organization for, or programs of, education?
3. What changes or improvements do you think should be made in the state organization, or programs of, education?

The replies showed that these people were interested in and concerned about education in their state and that a wide range of thinking existed regarding the questions involved. School financing, federal aid to education and teacher qualifications were among the subjects for which citizen concern was shown. The data collected were tabulated and analyzed, and the resulting information presented to the state superintendent for use in gaining insight into the opinions, wishes and recommendations of many of Nevada's citizens.

An additional publication was prepared by the state coordinator and the out-of-state consultant with the assistance of the study committee. This document described the schools and school districts of Nevada, covering such subjects as finances, pupil attendance, revenue potentials, etc. It was a useful information source for the state department of education, district superintendents and others concerned with the status of the schools.

RELATED ACTIVITIES AND DEVELOPMENTS

In June of 1968, the project assisted in arranging special in-state conferences on planning and change, in two locations—the first in the south, at Nevada Southern University in Las Vegas; the second in the north, at Sparks.

Approximately 200 people, representing the PTA, business and industry, universities, school administration and teachers, attended each of these conferences. Enthusiasm and receptiveness among the participants was high, and many of the ideas and recommendations projected at the conference were taken back to the school districts and put into effect.

In April of 1968 the Governor's Legislative Workshop was sponsored by the Nevada Congress of Parents and Teachers and attended by some 300 people. The Governor was the key speaker, and many of the DEF recommendations were incorporated into the program. The Governor and two advisory committee members who were legislators were asked to react to the recommendations and to comment on their validity, and on implementing the programs. They were positive in their views that changes must occur in the educational system.

Two legislative workshops, financed by a grant from Sears & Roebuck, were held in March 1969 by the Committee for Judicial Concern for Children and Youth. The subjects for discussion were bills written during the 1969 session of the State Legislature affecting and relating to children and youth. Again, the recommendations of the DEF project in Nevada were discussed in depth and several pieces of legislation were written from the recommendations, some of which were approved.

MAJOR REPORTS AND RECOMMENDATIONS

In addition to the dissemination of ideas promulgated by the project and promotion of the innovative ideas included in the area publications, the advisory committee approved project-identified recommendations for legislation to further quality education in Nevada. Some of the reforms proposed were designed to overcome limitations of the traditions remaining from earlier times when different educational, social and economic conditions prevailed. Other recommendations were addressed toward adoption of creditable educational practices validated elsewhere. In all cases the objective was improvement of the existing program.

The culmination of the work and research of the project committees was the release, in June of 1968, of a compact publication containing their recommendations and goals for future education in the state. This monograph was entitled, "Rx for Education in Nevada," and was financed by funds from Title I, Higher Education, University of Nevada. Although 7,500 copies of the report were printed, the demand was so great that the supply was soon exhausted. Many requests for copies were received from agencies in other states not involved in DEF, and the response in Nevada far exceeded all expectations.

Since the publication was directed to the attention of non-educators as well as of educators, it seems apparent that the interest shown in the contents is indicative of a wide range of concern and involvement among the general public in the planning and recommendations outlined.

The 15 recommendations, illustrated by sketches done in the Vocational-Technical School at Las Vegas, are that:

1. State aid be provided for all students regardless of age, with major emphasis on the pre-school, early primary and the post-high school levels.
2. State aid be provided for every day that school is needed (not just for the present maximum 180 day school year) to insure that all students receive full educational advantages, and to further insure maximum use of facilities.
3. Quality services and facilities be provided in every school district by the formation of regional education units, consolidation of certain districts, and the establishment of quality educational standards by the state department of education.
4. Students in isolated and sparsely attended schools be provided with technological innovations, i.e., television, telelecture, mobile staff and facilities that will allow an educational program equal to the programs in the more populated areas of the state.
5. A state department of education inventory and evaluation of school plants and equipment be conducted to assist districts to provide the facilities required for quality educational programs for all students.
6. Important and proven educational programs be provided as soon as possible and eventually made mandatory to cover every district. The higher cost of providing services such as the following should be recognized in the state aid program:

Extended Services: Adult education; technical-vocational; community college; pre-kindergarten; kindergarten; etc.
Atypical Student Groups: Educationally handicapped; mentally retarded; physically handicapped; emotionally handicapped; neurologically gifted; etc.
Specialized Services: Educational counseling at all levels; in-service education of teachers and administrators; psychological services; social work services; health services; library and media services; etc.

7. Additional state aid be provided to school districts that have unmet school housing needs and have reached the limit of their local taxing power.
8. The State of Nevada study the feasibility of the guarantee of its full faith and credit for school district bonds in order to facilitate their sale and decrease the rate of interest on such bonds.
9. Elimination of certain credential requirements such as Nevada School Law, Nevada State History, Nevada Constitution and any others that do not affect actual teacher performance.
10. After careful research and study by the state department of education and/or the local school district, everything possible be done to enable teachers to individualize instruction such as: improve ratio of pupils to teachers by increasing or decreasing ratios as indicated by subject matter, facilities, capability of students and teachers, and other factors; encourage organizational patterns that will facilitate individualization of instruction; utilize other new devices for the purpose of improving individualized instruction.

11. Teachers be assured adequate time, materials, equipment and aides for planning and conducting effective learning activities. We further recommend released time for professional growth of teachers.
12. Teacher education programs at the University of Nevada be geared to our changing society, with emphasis on the following: provide more training for individualized instruction; provide more training for small group instruction; provide more and earlier exposure to children, including practical involvement through apprenticeships (pre-graduate) and internships (post-graduate.)
13. The functions of the state department of education be expanded to include more services, more leadership and more coordination for all local school districts. To accomplish this, we urge the following:
    - Grant statutory responsibility to the state board of education and to the state superintendent to organize and employ the professional staff of the department of education.
    - Provide the state department of education authority and resources to insure constant improvement in curriculum and instruction.
    - Provide the authority, manpower and resources to encourage and assist in experimentation at the district level. Provide for research and development at the state department level.
14. A statewide committee be formed and financed to conduct biennial reviews of the State School Law and the State Board of Education Regulations. This would provide evaluation of these documents and expedite proposed revisions by the state board of education and the legislature.
15. A statewide committee composed of lay people and educators be appointed and financed to provide for continuing study and planning of future educational needs.

LOOKING TO THE FUTURE

In considering necessary future steps to consolidate and expand the efforts and accomplishments of the DEF project in Nevada, first priority should go to the continuing utilization of all project publications and films in the universities and in educational decision making both on the state and the district levels.

Continuance of expanding the concepts set forth in the area publications regarding public education in Nevada and the incorporation of these concepts in subsequent long-range planning is essential.

Continued work must be done toward implementation of the Master Plan for Education in Nevada that includes the recommendations made by DEF in this state. This is essential and may necessitate legislative action, changes in procedures throughout the educational system, further staffing and reorganization of schools and of the state department to work with the schools, and a continuous re-evaluation and re-setting of goals that will meet the needs of the citizens of Nevada must be accomplished.

Another factor for prime consideration is the continued strengthening of the state department of education for the part it must play in the 1970's and 80's for the achievement of educational goals made necessary by the challenges of a changing society in the state and in the nation. Early in the project, the advisory committee recommended that the department of education undertake the development of a "Master Plan" for education in Nevada. This has been accomplished.

While education in Nevada has come a long way from the first school built in the Territory in 1860, it must move ahead vigorously during the next 15 years if it is to meet the needs of a society in which the pace of change seems to be increasing every year. But these changes must be carefully planned and promptly implemented if they are to result in adequate educational opportunities for everyone in the state.

It is our belief that the goals and implementation promoted and activated within the framework of the eight-state project for meeting the demands of the next two decades have helped to set guidelines for all participating states, including Nevada, in meeting these demands. Fertile seeds have been planted which, in maturing, will help education to keep abreast socially, economically, technologically and morally in a rapidly changing world.

LaMar Le Fevre
State Coordinator
Designing Education for the Future

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State Advisory Committee

*Mrs. Shirlee Wedow *Chairman*	PTA State Legislative Committee Chairman	Sparks
Louis W. Bergevin	President, State Board of Education	Gardnerville
Max M. Blackham	Industrial Relations Director, Kennecott Copper Company	Ruth
Henry Bozarth	Area Administrator, Clark County School District	Las Vegas
James T. Butler	Executive Secretary, Nevada State Education Association	Carson City
Mrs. Rita Daniels	Personnel Assistant, Sierra Pacific Power Company	Reno
J. Clark Davis	Associate Professor, School of Administration, University of Nevada	Reno
Mrs. Harvey Dondero	Director, Frontier Girl Scouts	Las Vegas
*The Honorable Norman Glaser	Assemblyman, Chairman Ways & Means Committee	Halleck
Wallace Kurtz	President, Nevada State PTA	Sparks
*Emory Lockette	Nevada Chairman, National Committee for Support of the Public Schools	Boulder City
The Honorable Zelvin Lowman	Assemblyman, Director of Public Relations, Nevada Power Company	Las Vegas
R. T. McAdam	Administration Assistant, Bell Telephone Company	Reno
N. Edd Miller	President, University of Nevada	Reno
Charles G. Munson	Director, Gaming Industry Association of Nevada, Inc.	Reno
Mrs. Willard R. Sullivan	Deputy Administrator, Interstate Compact On Juveniles	Elko
Ray Tennant	Superintendent, Nye County School District	Tonopah
Wallie Warren	Public Relations Counselor	Reno

Study Committee Members

Deloy Anderson, Principal, Sparks High School, Sparks
Natalie Arrington, Teacher, Clark County School District, Las Vegas

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*Steering Committee Members

Henry C. Bozarth, Area Administrator, Clark County School District, Las Vegas
Jack K. Clark, Director of Curriculum and Instruction, Department of Education, Carson City
Mrs. Priscilla Dorazio, Teacher, Sparks High School, Sparks
Richard Erbe, Principal, Bertha Ronzone School, Las Vegas
Robert L. Lloyd, Associate Superintendent, Division of Operations, State Department of Education, Carson City
Marvin Moss, Director, Program Development, Washoe County School District, Reno

* * *

Santa Fe
NEW MEXICO

The project, *Designing Education for the Future,* has offered us new dimensions for planning and effecting improvements in education. During these times of constant change and continuous stress, we should—indeed must—look beyond our current problems. This view into the future allows us to prepare for what needs to be done, but, perhaps most important, it provides us with a clear perspective with which we can now view ourselves and our responsibilities.

Leonard J. De Layo
Superintendent of Public Instruction

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MAJOR DEVELOPMENTS AND ACCOMPLISHMENTS

Crescit Eundo (We Grow As We Go), the state motto, well exemplifies one outcome of the *Designing Education for the Future* project in New Mexico. At the outset of the project, the staff of the State Department of Education was not engaged in systematic planning; the techniques, principles, and procedures of educational planning were not clear; the State Board of Education was totally unfamiliar with planning; the administration of the department of education wondered how this new concern should be administered; public schools, universities, and certainly the general public were not conversant with planning and did not appreciate its importance. Indeed, planning was generally viewed with bewilderment and sometimes suspicion.

Therefore, it should not be surprising to find that no sophisticated comprehensive plan for improving education has yet been developed or implemented. The present degree of awareness, understanding, and appreciation, as well as the on-going planning efforts, attest to the dedication of the Advisory and Study Committees, the aggressiveness of the State Coordinator, and the leadership of the State Superintendent. The following discussion will explain the major developments in New Mexico.

ORGANIZATION AND RELATIONSHIPS

The New Mexico Advisory Committee was composed of ten educators and five laymen, with reasonably equitable population and geographic representation. The committee, which held quarterly meetings, was primarily responsible for procedures, priorities, and content production.

The advisory committee was selected on the basis of (1) occupation, (2) experience, (3) visibility, (4) personal characteristics, and (5) geographic location. First the coordinator requested nominations from knowledgeable and experienced educators. These nominations were then grouped and classified on the basis of previously listed criteria, and the persons recommended were subsequently approved by the State Superintendent and the State Board of Education.

Obviously, the advisory committee could not, as a group, study many of the details that had to be examined. Therefore, another important level of involvement was accomplished by dividing the advisory committee into three major subcommittees. Several study committees were active during the time the project was in operation. They were chaired by the three individual subcommittee chairmen to insure coordination and relevance. These study committees acted as task forces to collect and analyze data on specific topics. The committees were selected on an *ad hoc* basis as needs arose and priorities were established. The determination of needs and selection of study committee members was made by the advisory committee, its subcommittees, and the coordinator.

Project funds were provided for an out-of-state consultant for each of the participating states. The coordinator and advisory committee selected Dr. William P. McLure, Director, Bureau of Educational Research, University of Illinois, to attend all advisory committee meetings and to offer counsel on the state aspects of the project. This arrangement added a necessary catalytic component to the activity.

PROCEDURES AND ACTIVITIES

One of the first phases of the project in New Mexico was to analyze and synthesize previous studies and changes that had been made in the state's educational structure, program, and pattern. This effort resulted in a comprehensive history of changes in education in the state since 1536. This history proved to be an interesting and enlightening background for the project.

As a point of departure, the coordinator and advisory committee conducted a survey to determine perceived strengths and weaknesses of the educational system of the state. This survey, which used an unstructured questionnaire, requested observations by respondents concerning (1) the best features of education, (2) most serious problems, and (3) suggested changes in the educational system. Upon tabulating and interpreting the returns, the committee and coordinator found that the respondents considered the best features to include a broad range of topics. In all there were thirty-six best features cited by the respondents. These thirty-six topics were classified into three major categories: administration and policy; teaching and techniques; and curriculum and facilities.

These respondents also listed a total of fifty-three serious problems. The problem areas were classified into the same broad categories as the best features had been.

The third item of the questionnaire, which sought to determine the perceived need for change, resulted in the highest frequency of response on the topics of (1) wise use of funds—local, state, and federal; (2) salaries based on responsibility, qualifications, and performance, and (3) improved recognition by students of various aspects of county, state, and national government.

A careful analysis of the above results indicated three major areas of concern: (1) the governance of education; (2) the educational program; and (3) educational finance. Since these were the major concerns, the advisory committee felt that it could function more effectively if it were divided into subcommittees to study these major areas. Three subcommittees were then formed: *government, education,* and *finance.* Thereafter, a substantial part of each quarterly meeting was devoted to subcommittee activities. Obviously, the subcommittees did not meet frequently enough or long enough to examine all facets of their concern in detail.

As a means of obtaining detailed and specific information on the concerns of the subcommittees, study committees were recruited. Several such committees were established. Their primary mission was fact-finding and analysis. The data were then synthesized, interpreted, and incorporated into the subcommittee's report.

The demands for additional information frequently exceeded the time available for these committees. This situation necessitated recruiting other persons, not previously involved, to develop "position papers" in the area of their specialty. In all, nineteen papers were prepared.

To broaden the base of involvement, the coordinator attempted to obtain a wide representation of persons to attend and participate in the seven regional conferences. New Mexico was well represented in that an aggregate of 500 persons from the state were in attendance at these conferences.

Additional attention was directed to the project and the studies by discussing *Designing Education for the Future* at several state and regional education meetings. The filmstrips and reports of regional conferences have been presented and discussed with groups in many parts of the state. The publications have been mailed or delivered to libraries, schools, colleges of education, and to other organizations concerned about education.

RELATED DEVELOPMENTS

Beyond doubt, the involvement of many publics helped to set the stage for numerous related activities which began developing in the second year of the project and are slated to continue into the foreseeable future. Among other developments, the state assumed the responsibility for the administration of Title III, ESEA, and an office of planning was established in the New Mexico department of education.

The Title III effort is very similar to any planning activity. Indeed, the primary missions are to (1) identify critical needs, (2) determine immediate and long-range goals, and (3) allocate resources to alleviate critical needs in view of clearly specified goals. The fact that the Title III program is in the same division of the department of education as the *Designing Education for the Future* project will insure continued momentum.

Furthermore, personnel from the Research Division prepared the State plan for Title III of ESEA, and in so doing, provided sufficient funds to establish an office of planning. This office of planning and the Title III office (since they have similar objectives) are mounting a well coordinated program to carry out the missions cited in the preceding paragraph. Staff members of the department are now aware that educational planning has a top priority in department affairs.

REPORTS AND MAJOR RECOMMENDATIONS

The importance placed on planning in the department of education should give much more credence to the final report as well as to preliminary reports of the project in New Mexico. The advisory committee was quite concerned about a fragmented final report and therefore elected to include each of the three subcommittee's efforts in a single report. The report is arranged so that the reader can focus attention on the recommendations (which are color-coded) and the rationale supporting specific recommendations (topic references are given with each recommendation), or he can read the report in its entirety.

This report was formally presented to the state board of education in June of 1969 by the coordinator and the advisory committee.

LOOKING TO THE FUTURE

As indicated above, the major responsibility for continuing the thrust of the project has been assumed by the office of planning and the Title III office. The writer can express only optimism and gratification that much growth has already occurred and is continuing to take place. The staff of the state department of education is now engaged in systematic planning; planning has become a refined process; the board of education enthusiastically approved the Title III, ESEA, State Plan which fostered the office of planning; the responsibility for planning is becoming crystal clear for the department of education; and many of the publics feel that only through good planning can we have a good educational system.

Crescit Eundo.

Merrill Redemer*
State Coordinator
Designing Education for the Future

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*The original coordinator for New Mexico, Dr. Thomas B. Bailey Jr., secured employment elsewhere shortly after the beginning of the final year of the project. He was retained as a consultant to the project for the remainder of the final year.

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Advisory Committee Members

Davenport Beasley	Assistant Superintendent Public Schools	Clovis
Lawrence Bucholz	Director, New Mexico State University Teacher Corps	Las Cruces
Earl Bush	Principal, Riverside Elementary School	Carlsbad
Nick Candelaria	Teacher, Mountainair Schools	Mountainair
Ed De Jarnett	Coordinator of Evaluation, Hobbs Municipal Schools	Hobbs
Neal Gonzales	Executive Secretary-Treasurer, New Mexico State AFL-CIO	Albuquerque
James C. Hall	Owner, New Mexico Abstract Company	Albuquerque
John Hoback	Principal, Del Norte High School	Albuquerque
O. J. Holder	Director, New Mexico Railroad Committee	Santa Fe
Calvin Horn	Co-owner, Horn Oil Company and Horn Publishing Company	Albuquerque
Brother C. Luke	President, College of Santa Fe	Santa Fe
Colonel Carey L. O'Bryan, Jr.	Director, University of New Mexico Graduate and Continuing Education Center, Holloman Air Force Base	Alamogordo
I. V. Payne	Chairman, Department of Educational Administration, Eastern New Mexico University	Portales
Emmett Shockley	Superintendent of Schools	Deming
Eric McCrossen	*Phoenix Gazette* (Formerly associated with *Gallup Independent* as Editor)	Phoenix, Arizona

Study Committees and Chairmen

In New Mexico there were many ad hoc study committees which met for varied periods of time, but which were not formally constituted and were not named. These were coordinated by the following study committee chairmen who were members of the advisory committee.

Educational Program	John Hoback	Principal, Del Norte High School, Albuquerque
Government of Education	Earl Bush	Principal, Riverside Elementary School, Carlsbad
Finance of Education	I. V. Payne	Chairman, Department of Educational Administration, Eastern New Mxico University, Portales

* * *

Salt Lake City
UTAH

Designing Education for the Future has given the educators and citizens of Utah a new dimension in planning. Both area and state publications and conferences have had a significant impact on education within the state. Utah evidences in many ways the conviction that her human resources are her most valued assets, and the belief that an educated, enlightened, and involved citizenry is the best safeguard to the state's well-being.

It is essential that Utah's state education agency be prepared to provide the leadership required to assure the kind and quality of education essential for the future. This project has contributed significantly to this end by providing valuable goals, information, costs, time tables, priorities, and guidelines for effecting appropriate changes.

T. H. Bell
Superintendent of Public Instruction

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MAJOR DEVELOPMENTS AND ACCOMPLISHMENTS

The people of Utah have an outstanding history of support for education. Active citizen involvement in planning goes back some 16 years to the Utah Public School Survey Commission (60-man survey). One of the chief values of citizen involvement has been the continuous evaluation and improvement of education.

At the inception of the project, *Designing Education for the Future,* the state agency was not engaged in systematic planning, although the role of leadership was clearly defined and being followed. For this reason, the state superintendent of public instruction was anxious to participate with the other seven states in the project.

The major purpose of *Designing Education for the Future* was broadened in Utah to include the following: (1) to develop a realistic design with long-range plans for improving all aspects of education; (2) to focus attention on the need for comprehensive planning in the area of public education; (3) to focus attention on the ways and means to strengthen the organization and capability for providing educational leadership in planning within the state education agency; (4) to build on the coordinated efforts and accomplishments of other surrounding states in order to give impetus to improving education in Utah; (5) to involve meaningfully lay citizens and educators in planning public education for the future; and (6) to inform educators and lay citizens about the needed changes in education.

ORGANIZATION AND RELATIONSHIPS

The State Advisory Committee. The State Advisory Committee for Utah was appointed in June, 1966. The 24 leading citizens on the committee represented education, business, labor, industry, government, and the professions.

Their selection began when the state coordinator asked the officers of 20 civic and educational agencies throughout the state to nominate two persons for possible membership on the committee. A panel of educators screened the nominees. Those selected were asked to respond to an invitation from the state superintendent of public instruction to serve on the committee.

Study Committees. The state advisory committee appointed nine study committees to collect information and make long-range proposals for the project. The first six committees were named in January, 1967 to serve in the area of the education program. They were: (1) Educational Needs of Children and Youth—Purposes, Goals, Scope and Organization of Education; (2) Curriculum and Instruction; (3) Preparation of Teachers and Other Professional Personnel; (4) Supportive Services Essential for an Adequate Program of Education; (5) Evaluation of the Educational Program of Instructional Effectiveness; and (6) Continuing Education.

Three additional study committees were appointed in September, 1967. They were: (1) Local Schools and School Systems; (2) State Educational Organization and Operation; and (3) The Economics and Financing of Education. These committees were made up of people recommended by state advisory committee members, superintendents, staff of the state board of education, and deans of colleges of education throughout the state.

Each committee had at least one representative from the state department of education, one from a college or university, one from public education, and several lay persons. Some committees also had representation from student groups.

A steering committee was organized to serve as a liaison group for all committee activities. This committee included the chairman and executive secretary of all working committees. Thus, each committee was kept abreast of the activities of other groups and of guidelines for investigations. It was the steering committee's responsibility to see that the working committees were informed and encouraged in their endeavors.

Out-of-State Consultant. An out-of-state consultant was selected to be an objective and experienced observer of the work procedures and to assist the committees in the work they were doing. In that capacity, Dr. John Marvel, President of Adams State College, Alamosa, Colorado, gave assistance to the project as it progressed.

PROCEDURES AND ACTIVITIES

Historical Perspective. To provide the citizens, educators, and the state advisory committee members with an understanding of the history of education in Utah, the publication "Historical Perspective on Major Educational Changes in Utah, 1847-1966" was written and made available. Three major events should be noted: (1) In 1915 school district consolidation into county units became mandatory, giving Utah 40 school districts—thus Utah became a leader in the United States in consolidation; (2) In 1947 the

Uniform School Fund Program was initiated, guaranteeing a minimum level of state financial support for each child whether his district was rich or poor; and (3) In 1951 the state superintendent of public instruction became an appointed officer rather than an elected one.

Opinionnaire. A questionnaire was mailed to a random sample of citizens in the state to obtain their attitudes toward the public schools, and about the need for changes. The results were tabulated and published in the monograph entitled "Opinionnaire of Strengths, Weaknesses, and Needed Changes in Elementary and Secondary Education in Utah." The results showed that the greatest strengths in the program of education were considered to be well trained, dedicated teachers, and a good and varied curriculum. The most serious problems or weaknesses were reported as inadequately trained teachers, overcrowded classes, and the lack of individualized instruction. The questionnaire results indicated a need for changes or improvements in the program of education, in the curriculum, in the teacher selection and preparation program, in the development of an incentive salary program for teachers, and in more extensive vocational offerings.

Utah Education, 1980. The state coordinator, with the cooperation of the coordinator from Colorado, prepared an article describing what education might be like in Utah in 1980. The information and ideas were developed from the materials and thinking that have come from the eight-state project, *Designing Education for the Future.* The purpose of the booklet was to stimulate thinking about the future and to describe some alternatives for education in the years ahead.

Area Conferences. It was apparent that a substantial number of people in Utah would need to understand the importance of planning for the future, and to become better informed about the major educational problems and issues. The area conferences proved to be extremely valuable in meeting these needs and, in addition, gave many people from Utah an opportunity to work effectively and constructively with their counterparts from surrounding states. Each area conference was well represented by both lay people and educators. About 300 persons from Utah attended the two conferences held in Salt Lake City. Utah also was well represented in the conferences held out of state. For example, 100 traveled to Arizona to attend the conference on "Planning and Effecting Needed Changes in Education." Most Utah participants attended at their own expense or at the expense of the organization or agency with which they were affiliated.

Area Publications. Utah received from 600 to 850 copies of each of the seven area conference-related reports published by the project. They have been distributed to public school personnel, other educators, and to leading lay citizens. The area conference reports have been in great demand and have been widely read and discussed. This has helped considerably to increase the understanding of developments and issues in the field of education and a recognition of the need for planning and change. Some colleges have used the reports as textbooks.

Study Committees. Each study committee, with the assistance of the state coordinator and consultants, prepared long-range recommendations and proposed implementation priorities for designated aspects of education. These committees submitted their tentative findings and reports to the state advisory committee and to selected citizens invited to Utah's regional conferences. Suggestions for revision and coordination were incorporated before the final reports were prepared and submitted to the advisory committee.

The State Advisory Committee. The state advisory committee met monthly, served as a policy-making body, and guided the project's activities in Utah. The state coordinator served as executive secretary. As study committee reports were completed, the advisory committee reviewed them and made recommendations. Members of the committee helped to plan and conduct the state regional conferences. The final reports of the study committees, along with recommended changes and implementation priorities, were submitted to the state board of education.

State Regional Conferences. Eight regional conferences were held in Utah in December, 1968 to consider the findings of the six committees working on the education program. Four thousand community leaders, including lay citizens and educators, were invited to these day-long meetings jointly sponsored by the project and Governor Calvin L. Rampton. All of the people invited to these conferences received by mail a booklet summarizing the findings of the six committees.

Planning and holding these Utah conferences was a major undertaking which involved 140 different persons in the presentation of the materials. About 1,000 lay citizens and educators participated. This large scale involvement in the planning process was felt to be necessary to properly "design" education for the future. Those attending made valuable contributions to the committees' recommendations.

Filmstrips. Films and sound-filmstrips have been made available from the office of the state coordinator on a loan basis to any interested group or individual throughout the state. The sound-filmstrips have been especially popular and helpful and have been scheduled for showing well in advance. The one on "The Educational Program of the Future" was used in the eight regional conferences in Utah. All of the sound-filmstrips have been used by the state coordinator in his presentations to educational and lay organizations throughout the State of Utah.

RELATED DEVELOPMENTS

Planning Unit. As an outgrowth of the studies and recommendations made during the Designing Education for the Future project, and as the administering state for a Title V Project entitled "Comprehensive Planning in State Education Agencies", Utah has developed a comprehensive planning capability with the responsibility for the coordination of planning centered in a planning unit. The mission for the Utah planning unit during its first year (1968) was to develop an effective model for carrying out comprehensive educational planning in the state. A report on Utah's Planning Model has been compiled. Funds for operation of Utah's planning unit for subsequent years will be provided largely from state sources. The task of the unit will be to provide leadership in developing carefully prepared long-range state plans for educational improvement to achieve citizen-developed educational goals. The planning unit will serve as a management tool, supplying needed information to the administrative decision-makers on different proposals for achieving the state's educational goals. More specifically, the planning unit will function in a coordinating capacity to define and clarify statewide educational objectives, assess needs of the educational system, and to examine and recommend the best alternatives for carrying out action programs. Planners will help educators cope effectively with change by anticipating, describing, and preparing for the change well in advance of its arrival.

Division of Research and Innovation. Another related development has been the organization of the Division of Research and Innovation. This new division will have the major responsibility for research and development, and for evaluation of all innovative programs. As most of the research and development projects will be managed by local school districts, many of the activities of this division will be concerned with providing assistance to districts in planning, managing, and evaluating worthwhile projects. However, the division will also provide technical assistance to the state education agency staff in developing innovative ideas into manageable projects and in developing defensible research designs for their innovative activities.

Utah Instructional Systems Program. In cooperation with Utah's Designing Education for the Future project, one of the most significant innovative studies for school improvement in Utah has been the Utah Instructional Systems Program begun in 1968. Approved by the state board of education, the project was started as a five-year effort to develop, on a pilot basis, a systems approach to education. Four elementary schools in Davis, Granite, Iron, and Provo districts have been designated "1980 schools." Emphasis is on individualized, continuous-progress educational programs, using instructional resource centers and a new pattern of staff utilization involving teachers, aides, and other specialists. Members of the state department of education staff are helping the various school staffs plan and develop their programs. Initially the fourth, fifth, and sixth grades are in the program. Future plans will extend the program both downward and upward into other grades.

Vocational and Technical Education. In cooperation with the project Designing Education for the Future, a future-oriented study of vocational and technical education has been made. The study was planned, financed, and conducted by the Division of Vocational and Technical Education. A statewide conference is planned to discuss the future-oriented plans with school administrators, school board members, vocational and technical advisors, and teachers in the area of vocational education.

REPORTS AND MAJOR RECOMMENDATIONS

The reports of the nine study committees, plus a summary report on the Educational Program, have been widely distributed throughout the state. Some of the major recommendations in the reports are summarized below:

The Educational Program

- The major purpose of education should be to prepare each child to make wise decisions throughout his life, and to help him to prepare for a productive role in society. Education should help each child learn how to think, to study in depth, and to use knowledge in solving problems and in reacting to situations. Methods of discovery and inquiry should be used to help children learn to think for themselves.
- Because children differ in their capacity to learn and in their readiness for new tasks, schools of the future should provide for individual differences in their curricula, and in their methods of placement and teaching.
- Education for tomorrow must take into account world changes, social changes, knowledge changes, and curriculum changes.
- Society must find ways of developing a full-time educational system. The time of both students and educational facilities should be used more effectively.*
- True learning is evidenced by a change in the learner's behavior. The task of public education should be to motivate the student to achieve objectives of an intellectual, civic, personal, and productive nature.
- Schools should have non-graded, continuous programs for the students that will challenge each student individually. These programs should be extended daily, weekly, and through the year. They also should be extended downward below kindergarten and upward past graduation from high school.*
- Schools should give proper attention to vocational and technical education and should stress the importance of all occupational pursuits to their students.
- Teacher training programs should be revamped in a way that would allow prospective teachers to spend more time in a training classroom situation and less time in listening to lectures. Performance criteria should replace academic type tests in proficiency areas.*
- Schools should become community-centered on the premise that the public schools belong to the people and should be used to attack and resolve community problems. Shops, classrooms, pools, gymnasiums, and equipment should be available to the entire community to use all year, from early morning to late evening each week-day including Saturday.*
- The state education agency should furnish leadership in preparing desirable legislation for improving educational policies and programs.**
- Schools should utilize the developing technologies—mechanical, electronic, chemical, and medical—that are applicable to the learning process.
- Principals should become leaders for curriculum and instructional changes in their schools.

Local and State Organization

- The state should set up a developmental center and open several experimental schools to be associated with the center. The experimental schools should be independently organized and free from the requirements of the state or of any local school system.*
- Local school staff and outside agencies should continually evaluate the local school programs, comparing them with established criteria of excellence and with valid conclusions of experimental and demonstration schools.*
- The proposed reorganization of the instructional program on the elementary level would change the traditional ratio of one teacher to approximately 30 students within one grade level to a teaching team in a differentiated staffing pattern utilizing a team leader, certificated teachers, instructional assistants, and service and clerical aides. This team would be working with a larger group of students on a continuous progress, non-graded basis. Under this arrangement, the role of the team leader and the certificated teacher would create attractive career positions, paying substantially more than present day teachers are earning. Experimental projects such as the Utah Instructional Systems Program should be continued and encouraged. Somewhat similar modification in staffing should be encouraged at the secondary level.

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*Also has implications for "Local and State Organization."

**Also has implications for "Local and State Organization" and for "Economics and Finance."

- Smaller school districts should be given financial incentives to consolidate into regional school districts for efficiency and effectiveness in school operation.**
- School districts should help to support a state or regional computer system for use in education.
- School systems should employ a full-time planner as a part of the administrative staff.

Economics and Finance

- A part of all educational budgets should be allocated to research and development as an integral part of planning organization and procedures.*
- Employment of a top-notch professional staff in the state education agency will require a salary schedule comparable with those provided by state universities, business, and industry.*
- Financial support to public schools in Utah should be doubled over the next ten years. Major portions of the additional money should go toward community school centers, data processing, instructional salaries, special education for the gifted and handicapped, instructional media centers, vocational education, research and innovation, and extended year programs.

LOOKING TO THE FUTURE

Final Report. With the reports of the study committees completed, the staff of the state school office is preparing a "master plan" which will include recommendations, proposed legislation, proposed tax sources, time tables, and priorities for changes in public education in Utah by 1980. This document, when completed, will be sent to the state advisory committee for review, modification, and adoption. Plans are being formulated to gain the active support and approval from various groups throughout the state such as the Utah Foundation, Utah Education Association, and so on. After the advisory committee approves the report, it will be forwarded to the state board of education for its approval.

As a step toward the final adoption of this report, a second group of Utah regional conferences will be held in September, 1969. These will be co-sponsored by the Governor and the educational committees of the Legislature, and will include a cross section of people from throughout the state.

The state advisory committee and the state board of education plan to use the final report as a guide to the future in designing Utah's educational program.

Planning. During this project, it has become increasingly evident that planning is a major responsibility of Utah's state education agency. Several organizational changes have been made within the agency to effect this changing role. With a better planning capability, the state board of education and state superintendent will be prepared to provide more adequate leadership to meet the emerging education needs of Utah students.

Jay J. Campbell
State Coordinator
Designing Education for the Future

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*Also has implications for "Local and State Organization."

**Also has implications for "Economics and Finance."

State Advisory Committee

Wallace G. Bennett, *Chairman*	Vice President Bennett's Paint & Glass	Salt Lake City
Burton F. Brasher	M.D.	Kearns
C. Taylor Burton	President, Burton Lumber; Director, Pro Utah; State Senator	Salt Lake City
Edith Callister	Citizen	Fillmore
Edna Cannon*	Vice-Chairman State Board of Education	Circleville
Dello G. Dayton	President, Utah Conference on Higher Education, Weber State College	Ogden
Mrs. George Hatch	Women's Legislative Council	Salt Lake City
Vernon Holman	State Senator	Bountiful
Mrs. Irene S. Hoyt	President, Utah Education Association	Kamas
Mrs. Irene McGregor	President, State PTA	Ogden
Mitchell Melich	Former State Senator and Member Board of Regents, University of Utah; Lawyer	Salt Lake City
Ken C. Olsen	Utah State Planning Coordinator, Governor's Office	Salt Lake City
J. Easton Parratt	Superintendent, Murray School District	Murray
Clay Petersen	Chairman, Classroom Teachers' Committee	Salt Lake City
William A. Richardson	Architect	Salt Lake City
Charles O. Ryan	Education Department, Utah State University	Logan
Hal J. Schultz	Regional Director, Southeastern Utah Community Action Program	Price
Mrs. Robert Snow	President, Women's State Legislative Council	Salt Lake City
Rowan Stutz	Division of Research and Innovation; State Board of Education	Salt Lake City
Paul R. Stowell	M.D.	Logan
Don M. Simmons	President, Utah School Boards' Association	Manti
Wallace Toronto*	President, Utah School Boards' Associates; Secretary Utah Cancer Society	Salt Lake City
Mrs. Helen B. Ure	Vice-Chairman, State Board of Education	Salt Lake City
John Van Drimmelen	President-Elect, Utah School Boards' Association	Ogden
Mrs. George Wilcox	Citizen	Layton
Sherman W. Wing	President, Society of Superintendents; Superintendent of Provo School District	Provo

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*Deceased

Study Committees and Chairmen

Name of Committee	*Chairman*	*Position*
Educational Needs of Children and Youth—Purposes, Goals, Scope, and Organization of Education	Edwin Read	Assistant Dean of College of Education, University of Utah, Salt Lake City
Curriculum and Instruction	Reed Bradford	Professor of Sociology, Brigham Young University Provo
Preparation of Teachers and Other Professional Personnel	Asahel Woodruff	Professor of Educational Psychology, University of Utah, Salt Lake City
Supporting Services Essential for an Adequate Program of Education	Ralph Hedquist	Business Manager Local 57, International Brotherhood of Electrical Workers, Salt Lake City
Evaluation of the Educational Program of Instructional Effectiveness	Arthur Wiscombe	Deputy Superintendent, Salt Lake City District
Continuing Education	Brigham D. Madsen	Vice President, University of Utah Salt Lake City
Local Schools and School Systems	Oral Ballam	Dean, College of Education, Utah State University, Logan
State Educational Organization and Operation	A. Reed Morrill	Member, State Board of Education
The Economics and Financing of Education	Mrs. Helen B. Ure	Vice-Chairman, State Board of Education

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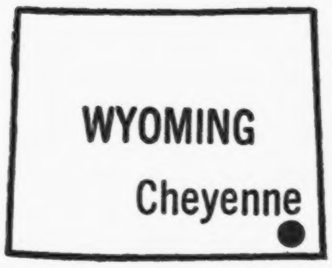

Wyoming's participation in the project, *Designing Education for the Future,* has been beneficial to the state in a number of ways. It has provided a vehicle for alerting and involving Wyoming citizens in the study and planning for educational change. It has contributed to the development of legislation for the improvement of education for Wyoming's youth, and has presented recommendations for meeting both immediate and long-range educational needs of the state.

The Wyoming Designing Education for the Future project, through involvement in the eight-state region and through the cooperative efforts of lay and educational leaders, has helped to create a new awareness of needed changes.

The project has helped to determine educational priorities and the steps necessary to effect educational improvement. The full implications of this project are difficult to ascertain, but most certainly a large number of Wyoming citizens have become better oriented to the need for possible change and have become motivated to move toward positive action. It clearly has helped Wyoming to recognize and accept its responsibility for planning to meet the future needs of education.

Harry Roberts
Superintendent of Public Instruction

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MAJOR DEVELOPMENTS AND ACCOMPLISHMENTS

Wyoming has not been confronted with the problems of population, pollution, and poverty that characterize many of the states participating in the project, *Designing Education for the Future*. Potentially, however, its growth and development are almost unlimited.

Educational studies that have been conducted in the state since 1954 have realistically indicated many educational problems that need attention*. Unfortunately, as has happened in many educational studies, most Wyoming studies seem to have ended with an investigation of the problem. What was needed was continuing direction, leadership, and planning if the meaningful phrases were to be transformed into meaningful action.

Startling and sometimes frightening changes are occurring in our contemporary life. Education is confronted with these changes. How can we constructively, intelligently, and rationally plan for beneficial changes in society and what implications do they have for education? How can the general public be made aware of the need for change and how can agreement as to what changes are necessary be achieved? Additionally, is there a concern and willingness to accept those changes deemed to be essential for the welfare of our children, the state, and the nation?

In Wyoming, the state education agency was in a unique position to assume the responsibility for creating conditions that would be favorable for making constructive and needed changes in education. In 1966, there seemed to be considerable awareness of the need for change, and a concern and willingness to provide sound educational programs—not only in terms of adequacy, but also in terms of support and quality.

The eight-state project, *Designing Education for the Future,* envisions the change process as continuous and that, by involving people meaningfully in planning, more constructive changes are likely to occur. This project appeared to provide an appropriate design, strategy, and vehicle for such changes in Wyoming.

ORGANIZATION AND RELATIONSHIPS

Coordinator. As in the other participating states, the Wyoming State Department of Education engaged the services of a coordinator soon after the project was approved. Throughout the course of the project, Wyoming has had three coordinators: Paul G. Graves (1966-67); James R. Kirby (1967-68); and the present coordinator (1968-69).

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*An analysis identified twenty-five studies dealing with some aspect of education.

The Advisory Board. In the early months of the project, citizens from a variety of interests were asked to serve on the Advisory Board (or committee). Eleven educators, five lay citizens, and one legislator agreed to accept the assignment. The charge to the committee was that the members consider especially the problems that education will face in the future, and what society would be like in 1980; and then, attempt to propose priorities for dealing effectively with present-day problems. The committee identified three problem areas for study and concern: (1) the educational program and curriculum; (2) organization and finance; and (3) the state agency for education.

Study Committees. Study committees were established for each of the areas of concern mentioned above. Committee members were recommended to, and selected by, the advisory board.

The School Organization and Finance Committee was composed of five educators, eight lay persons, and four professional persons. The Program and Curriculum Committee was made up of thirty-one educators, ten lay persons, two professional persons, and two legislators. The State Agency for Education Committee was comprised of five educators, one lay person, and three legislators.

Out-of-State Consultant. Dr. Harold E. Moore, of Arizona State University, served as the out-of-state consultant for the project. In addition to acting as an advisor to the project, he helped in organizing study materials for the committees and provided other specialized assistance as needed.

PROCEDURES AND ACTIVITIES

Historical and Opinion Studies. In 1966, the project conducted an attitudinal research study to determine the opinions of the citizenry with respect to the strengths, weaknesses, and needed changes in Wyoming education. This study was reported in the publication, *Historical Perspective on Major Educational Change in Wyoming,* and served as one basis for decisions relating to committee efforts.

Advisory Board Functions. The advisory board worked closely with the coordinator and the out-of-state consultant in planning studies, compiling and interpreting data, and assisted in the development of all committee recommendations.

Study Committee Functions. As a result of their investigating efforts, the study committees prepared long-range recommendations relating to educational needs and proposed priorities for implementation of the recommendations. The findings, conclusions and recommendations reflected the consensus of each committee. These were submitted to the advisory board for consideration and revision before the final reports of the committees were formulated.

Studies. The Program and Curriculum Committee studied: (1) teacher education in 1980; (2) early childhood education; (3) technology and new media; (4) model demonstration centers; and (5) vocational-technical education. It sponsored workshops which dealt specifically with programs in the kindergarten and methods of individualizing instruction in the classroom. Unfortunately, limited financial resources prohibited the involvement of more than a few schools in these complex problem areas.

The State Education Agency Committee, through study and research, arrived at the consensus that the Wyoming Chief State School Officer should be appointed by the State Board of Education instead of the present plan which provides for election by the people to one of the five major political offices in the state. Whether or not this recommendation will become a reality is as yet unknown. However, the climate for change in Wyoming has improved, and acceptance of this concept seems to be gaining ground.

Area Conferences. The individuals from Wyoming who attended the area conferences, totaled fifty-five educators, thirteen lay persons, four professional persons, and nine legislators. These conferences were designed to assist state committees to examine the educational practices in their own states, and to identify what should be done to strengthen and improve the several agencies concerned with education. The individual and collective benefits derived from participating in these conferences proved to be of great value in the development of committee efforts. The acquisition of a broad base of relevant information and the free exchange of ideas contributed to positive changes in attitudes, and helped the participants to look at the "broad picture" of education.

Area Publications and Filmstrips. The area publications were distributed to educators, lay persons, local school systems, the university and junior college libraries, the public libraries, the Education Committee of the State Legislature, the state board of education, the DEF study committees, and the state department of education personnel. Portions were extracted from these publications and used as "springboards" for the study committees, and for in-service activities at the local level.

RELATED DEVELOPMENTS

The school organization and finance committee was asked by the Superintendent of Public Instruction to work with the Statute Revision Committee of the legislature in drafting a proposal for reorganization of Wyoming school districts. The committee (together with ad hoc subcommittees) considered the history and development of school district organization, and developed criteria and proposals for legislation involving school district reorganization, recodification of school laws, and a more adequate system of school financing. Included in the latter were: (1) up-dating the measures of educational need to fit more closely present day conditions in the schools; (2) raising the amount guaranteed per classroom; (3) including capital outlay and debt service in the foundation program; (4) extending local tax leeway and defining its proper use; (5) including a program for adult education in the foundation program; (6) including the cost of extending the length of the regular school year program and summer school programs in the foundation program; and (7) revising the present method of computing classroom units for vocational education.

Many legislators were invited to participate in the area conferences. These conferences helped to create a more favorable educational environment; to improve the educational image; and to develop a receptive attitude towards constructive solutions to educational problems. Participation in these conferences afforded the legislators an opportunity to compare Wyoming's problems with those in other states. At the recent 40th session of the legislature, these legislators began to speak out frankly, boldly, and distinctly on the educational needs of Wyoming. Compared to some previous legislatures, the changed attitudes taken by many members of the 40th legislature toward public school education were significant. A definite cause and effect relationship cannot be established, but the interrelationships of the project committees with legislators were instrumental in the passage of a comprehensive educational bill.

In 1967, a proposal calling for establishment of a pilot or demonstration program for selected schools was initiated by the program and curriculum committee. The proposal was subsequently modified, and seven pilot programs located strategically throughout the state (Casper, Cheyenne, Laramie, Newcastle, Rawlins, Rock Springs, and Sheridan) were established. The demonstration programs were established on two basic principles: first, that they utilize methods of instruction already researched; and second, that they encourage personnel from other schools to observe and adopt these methods in their own systems. It was decided to begin with the kindergarten level in the 1967-68 school year; and add another grade level each year until 1980, the year in which the 1967 kindergarten students will graduate from high school.

These demonstration programs and related in-service activities were supported in part by project funds. Although it is difficult to assess at this time the contributions they have made toward improvement of the instructional environment, a number of children have already benefited from these programs.

Designing Education for the Future has provided the impetus for long-range planning and for consideration of the planning process within the state agency for education in Wyoming. Positive examples are:

1. In February, 1968, job descriptions for specialists in the state department of education (such as mathematics and English specialists, development reading specialists and so on) were included, as the first responsibility, "to assist schools to develop long-range plans for the improvement of instruction."
2. The department has undertaken a massive effort in school district evaluation. One of the major emphases is to suggest (not superimpose) the critical *need for planning* in the local school systems to meet the demands for the future. The evaluations certainly have re-emphasized the need for planning in the districts and for the state education agency's assistance in that effort.
3. The Wyoming Plan for Title III (ESEA) included provision for a statewide assessment of educational needs in Wyoming to be made. This assessment, made by Booz, Allen & Hamilton, provided the background

and identification of educational needs related to public elementary and secondary education in Wyoming. Other activities provided for in the plan for Title V (ESEA) include data processing, in-service preparation and activities, development of curriculum guides and courses of study, and research and testing service.

MAJOR REPORTS AND RECOMMENDATIONS

The recommendations of the study committees are being included in the following reports: (1) an abstract which includes the study committees' recommendations and criteria; (2) a major report containing the committee criteria and recommendations in detail; and (3) supplementary reports such as *Proposals for Financing Public Education in 1980: Some Sources of Increased Revenue, Advisory Board Recommendations,* the *Program and Curriculum Report,* and the *Supplementary Finance Report.*

LOOKING AHEAD

There is an increasing demand for educational leadership at all levels. To meet the many challenges of its emerging role, the state department of education can: provide consultant help in developing the types of educational programs required to meet Wyoming's needs; serve as "a change agent" in providing information concerning desirable innovations to local school systems; and expand and initiate applied research projects.

There is a need to concentrate on short-range, medium-range, and long-range planning. It is hoped that the state department of education, with its existing personnel and the resources available under Titles III and V of the Elementary and Secondary Education Act will be charged with the responsibility of *designing a master plan for education.*

It is hoped that with the backing of the educational agencies, a group known as Designing Wyoming's Education for the Future will be organized to coordinate research for the development of simulated instructional models having application to the existing pilot programs. The public should be invited to these schools to view teaching methods backed by sound research, techniques, and findings. Teachers and administrators can come to these schools for orientation, instruction, and other related in-service activities.

Such a group should be encouraged to explore the utilization of sophisticated planning instruments (i.e.: PERT [Program Evaluation and Review Techniques]; PPBS [Planning Programming Budgeting System]; Systems Analysis; and Cost Benefit and Cost Effectiveness Analysis) in a continuous in-service program; and to further the skills and techniques of state department of education personnel in analyzing educational problems and creating alternatives for rational decisions.

Solutions to some current educational problems in Wyoming have resulted from the involvement process of the *Designing Education for the Future* project, even though its primary efforts were directed towards the educational needs of the future (1980). The groundwork for education in the decades ahead has been laid through this project; it is the responsibility of the people in the state to carry it forward and onward, and of the state agency for education to provide, or provide for, the necessary leadership and services.

Anthony J. Samarzia
State Coordinator
Designing Education for the Future

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Advisory Committee

Tilghman H. Aley	President, Casper College	Casper
*Myron Basom	Associate Professor, University of Wyoming	Laramie
Dean Borthwick	Attorney	Cheyenne
Mrs. Donna Connor	County Superintendent of Schools	Rawlins
Bruce Edwards	Automobile Dealer	Worland
George E. Ewan	Dentist	Sheridan
*Maurice Griffith	Superintendent of Schools	Casper
Roger Hanson	Assistant Superintendent of Public Instruction	Cheyenne
Harold Meier	Attorney	Lander
M. C. Mundell	Dean, College of Commerce and Industry, University of Wyoming	Laramie
*Arthur Roberts	Executive Vice-President, Wyoming Oil Industry Committee	Casper
*Albert Schultz	Superintendent of Schools	Rawlins
W. Donald Shanor	Executive Secretary, Wyoming Education Association	Cheyenne
Eldon Spicer ***Chairman*	Personnel Director, Mountain States Fuel and Power Company	Rock Springs
Laurence Walker	Associate Dean, College of Education, University of Wyoming	Laramie
Ivan Willey	Dean, College of Education, University of Wyoming	Laramie

Study Committees and Chairmen

Committee	*Chairman*	*Location*
State Agency for Education	Harold Hellbaum State Representative	Chugwater
Finance and Organization	Mrs. Gwen Knapp, Secretary State Committee on School District Reorganization	Casper
Program and Curriculum	Laurence Walker, Associate Dean, College of Education University of Wyoming	Laramie

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*Steering Committee Members

**Harry Roberts was Chairman of the Advisory Board until his election to the office of State Superintendent of Public Instruction.

PART THREE

Designing Education for the Future: An External Evaluation

Prepared by

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Section One

Introduction

"Designing Education for the Future (DEF) has been the most valuable Federal project with which we have been associated." That statement offered by one of the participating eight chief state school officers, seems to summarize the consensus among the 138 persons interviewed by the external evaluation team.

Because of time limitations it was possible to examine only the design, methods and accomplishments of the project discussed in this report. For that reason, no comparisons could be made that would substantiate or refute the statement quoted above. However, the members of the evaluation team unanimously agree that there is considerable reason for most participants to be especially pleased. Although it is much too soon to reach a final conclusion about the long-range values of the activities, there is ample evidence of an intangible nature which indicates that history will prove the values to be substantial.

The major purposes of the project were to assist participating states to anticipate changes that are likely to take place and to plan and begin to implement improvements that should be made in the educational organization and program. The progress made among the several states varied. Some states that have made significant progress in most respects were weak in one or two; others that apparently made limited over-all progress demonstrated significant gains in a few areas. The future of comprehensive educational planning in the eight states cannot be firmly predicted, but the prospects within several states are infinitely improved; in others they seem to be good; in two or three they are most doubtful. There is a close correlation of the prospects with the growth and stature of the state education agency in each state over the past three years. This suggests that state leadership will be even more fundamental should there be an absence of further regional stimulation.

On the whole, the prospects must be viewed as significantly more favorable than would have been the situation without the project. It was sophisticated in concept, in leadership, and in development. It was especially helpful in those states where there was a strong commitment on the part of the Chief State School Officer and the Coordinator. The response of practically all participants was most favorable.

PROCEDURES AND LIMITATIONS

The development of plans for the external evaluation of the project was undertaken after a careful review of the project purposes, activities, publications and procedures. It soon became apparent that an evaluation of *Designing Education for the Future* would, of necessity, be subjective at this time and that only history might determine its actual impact on education at the point where education takes place—in the individual schools.

The evaluators agreed, however, that many valid conclusions could be reached by relating the appraisal to the specific purposes of the project. They accepted the purposes, as stated more fully in Part One, to be:

1. To acquaint citizens with prospective changes in society and the major educational implications of these changes;
2. To begin to identify and articulate educational purposes for a rapidly changing society, and to evaluate alternate means of achieving them;
3. To help people to understand the importance of, and the procedures involved in long-range planning and to begin to use this knowledge;
4. To recognize that all aspects of education are interrelated and that changes in one aspect have implications for others; and
5. To help educators and lay citizens understand the importance and significance of competent and effective leadership on the part of the state education agency in helping to improve education.

Regrettably, the evaluation had to be limited to the area aspects and to seven of the eight states because the Chief State School Officer in Arizona requested that no member of the evaluation team visit that state in connection with the evaluation.

In the examination of the extent to which each of the five stated purposes have been met, the external evaluation team proceeded as follows:

1. To examine all publications and materials as to their relevance to the stated purposes and to review the distribution and use given thereto;
2. To interview a representative sample of educators, lay citizens and political leaders concerning the understandings gained from their project-related activities and their perceptions as to the successes and failures of the project on both a regional basis and a state basis. Interviews with one hundred thirty-eight individuals were arranged for the evaluators by the state coordinators in accordance with an approximate profile established by the evaluation team; (See Appendix A for a tabulation of the interviews conducted).
3. To conduct a random mail survey in order to assess any influence that the method of selecting individuals to be interviewed might have had; (See Appendix B for a report of this survey)
4. To visit individual schools involved in special projects.

In the process of their study, the evaluators soon concluded that it would be extremely difficult, within the time available, to isolate accurately the various influencing variables. For example, there have been placed into operation within the last few years numerous other federal and state projects and programs designed to improve education (especially those financed through Titles I, III, and V projects supported under the Elementary and Secondary Education Act of 1965). Moreover, the relative progress made in each of the participating states was necessarily influenced by the strength and stature of the state education agency at the beginning of *Designing Education for the Future* (DEF) and by the extent of commitment to the project by the Chief State School Officer. DEF, therefore, has been viewed by the evaluators as assuming a catalytic and guidance role and not as an instrumentality for solving all educational problems in the participating states.

The evaluators wish to acknowledge, with gratitude, the hospitality, the full cooperation and the candor with which they were greeted in every one of the seven states they visited. It was fully evident in each of the interviews that the people who had given so much of their time were anxious to have a detached appraisal of their efforts.

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Section Two

The Project Design and Its Implementation

A systematic examination of the policies and processes of the DEF Policy Board and staff and of the state coordinators and committees leads to the strong conviction that collectively they may well serve as a model for other regional efforts pointed toward significant change in education and its governance. The data on the effects of DEF upon the learning of children and youth will not be available for perhaps another generation. But the impact on lay opinion, State Department of Education leadership, and legislative action is readily discernible and is generally positive. To this must be added the considerable stimulation to educational progress in the nation and elsewhere provided by the publications evolving from the various major conferences.

DESIGN AND PROCEDURES

It is apparent that the design reflected careful anticipation of the appropriate relation between the U.S. Office of Education, the central DEF office in Denver, and the chief state school officers and coordinators in the several states. The design established a framework for regional planning that drew on the resources of each level and provided maximum autonomy for each state to operate in terms of directions and procedures consistent with its mores. At the same time, the design challenged each state to examine critically its normal processes and goals when looking for needed educational changes both in the present and the future.

Basing their conclusions largely upon visits to seven of the eight states, the evaluators were impressed with the favorable light in which the policy board and the central staff for the project were viewed. No major policy emerged without careful consideration by the chief state school officers or their representatives. Extended consideration was given to ways and means for involving lay and political leaders of the states in careful study of appropriate goals for education and of the change process. Emphasis was deliberately placed upon education for 1980 instead of contemporary needs or immediate goals. This made possible a larger measure of agreement among laymen and educators as a base from which to work toward the often far more difficult problems of today and tomorrow—problems calling for a kind of compromise or sacrifice for which much of the state's power structure may not have been prepared.

The small size of the central staff could have made it vulnerable to overwhelming demands. Instead it emphasized the difference in the role of the regional leadership as contrasted with that in the states. The Denver office focused on regional needs, on conference planning, on interaction between and among the states and on such trouble-shooting for individual states as occasionally was required. Its major role was in helping to identify appropriate goals for education in the region and to stimulate consideration of processes for educational change. It maintained flexibility in its approach. For example, it had not been intended originally that a report should emerge from every major area conference. With the immediate success and favorable regional and national reaction to the first published report, the plans were altered and the budgetary support obtained for subsequent reports, several of which have the potential of achieving classic status.

The central staff's involvement of the state coordinators as full members of the project staff for planning purposes gave each a stake in the regional endeavor and provided further impetus for them to push forward in their individual states. As it turned out, the coordinators were much more vulnerable to state considerations and restraints than they were to limitations imposed by regional factors. There was clearly a relationship between the quality and the stability of the State Education Agency (State Board, Chief State School Officer, and the Department of Education) and its leadership in a given state and the outcomes achieved by DEF in that state in nearly every instance. Of the four states viewed as most affected by DEF, three have appointed state superintendents and one has an elected state superintendent. A fifth state, also with an appointed state superintendent, apparently suffers from the political vulnerability of the state education agency as a whole and its lack of significant influence upon financial policies for the state's educational effort. In other words, the implementation of DEF further demonstrated the difficulties encountered in states with weak and politically-motivated or vulnerable state education agencies.

The coordinators' meetings were unanimously endorsed. Stability of tenure in the coordinator's role was recognized to be highly correlated with apparent success of the state DEF effort. The out-of-state consultants made widely varying impacts, partly because some of the coordinators may not have been prepared to make good use of them and partly because of an apparent lack of sustained interest in the project by a few of the consultants. There is some indication that several states might have profited by drawing more consultant help from universities within the state—persons who will continue to be around for years to come and whose talents should

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be more readily available to state education agencies than is often the case.

The State Advisory Committees profited from the participation of able and influential laymen and legislators. In a number of states this appeared to be one of the first genuine attempts for educators and laymen jointly to assume responsibility for a forward-looking educational venture. In particular the legislators involved appeared to profit greatly from their expanded awareness of potentials of education and of the progress in other states. Some of them reflected increasing impatience with the apparent intransigence of the educational "establishment" as demonstrated by its failure in many cases to evidence much interest in change and the change process.

State advisory and study committees were handicapped in many states by travel restraints, the infrequency of meetings, the occasional dominance by professional educators, and by the failure in some states to provide back-up support within the state education agencies for data gathering and analysis. In a number of cases this meant that a comprehensive master plan, consistent with Phase Two of the design, did not ensue.

It should not be concluded that all weak state education agencies remained weak. The progress made in at least one state education agency was remarkable. In other states where relatively stronger departments already existed, proportional gains in their interest and capacity for planning endeavors were achieved. Of the three weakest and most politically vulnerable departments, two made no apparent progress except possibly in the awakening of a few laymen and professional educators to the desire for an effective state agency for education.

The historical reviews that were conducted at the beginning of the project were intended to focus on important changes. Most, however, proved to be rather dull and unimpressive documents, possibly because of the lack of capacity of the coordinators to deal with this task early in their tenure. Similarly the opinion surveys made no discernible impact in several states possibly for similar reasons. The data-gathering resources of most state education agencies were demonstrably weak and offered little in the way of resources to the coordinators or the advisory committees.

There was wide variation in the extent of involvement of state education associations and other bodies interested in education. The same could be said for the state universities, some of which indicated that they would have been pleased to be more closely involved. In other cases, the coordinators were rebuffed by colleges of education whose staffs were already convinced they were overworked.

Limiting the project to the eight states in the Rocky Mountain and basin area meant that no state was in a position—because of population, wealth or educational history—to dominate the project. Five of the states had a history of cooperative effort in the Ford-financed small schools project. Most apparently had no extended experience in working with laymen and, thus, each faced common problems in this regard. Gubernatorial support was fairly positive except in two or three of the states with elective state school superintendents and in one of those with an appointed officer. While varying in breadth, lay and political participation, on the whole, was fairly uniform and correctly calculated to facilitate change.

As with many federally financed projects, the hurry at the initial stages led to some superficial and poorly planned endeavors in several states. It may have been another case of having to learn to run before one had mastered walking. In this case, those connected with the project apparently had to "run" a considerable portion of the time.

It is customary to complain of inadequate funds and the participants in DEF, at the state level only, were no exception. In the opinion of the evaluators additional funding for in-state travel, conferences, and dissemination endeavors generally might have broadened the base of involvement and the consequent impact. This is documented by the correlation between favorable response or knowledge of DEF and the nature and amount of individual participation. In particular, expanded funding within the states should have further encouraged the lay and legislator participation so essential to the political support that future activity requires.

Public and professional opinion in the region and in the nation has been genuinely influenced by the series of important conferences and reports. Five of the states show substantial evidence of an increase in the effectiveness of the state education agency. The potential is strong for at least these states steadily to improve their leadership roles. It attests to the quality of the approach in both the design and the implementation.

AREA CONFERENCES AND RELATED DEVELOPMENTS

The relevance of the regional conferences, and of the meetings (approximately every two months) of the state coordinators with the central staff, is better understood by first examining their relationship to the conceptual design for the project. A major early decision was that only those activities should be undertaken on an area-wide basis that could not advantageously or economically be conducted by or within the states, or that would be of special benefit or assistance to the states. Certainly these meetings met that requirement.

The selection of topics for discussion at the area conferences; the order in which they occurred; the evaluation of results by the policy board, the central staff and the coordinators following each meeting; the built-in flexibility to allow for desirable adjustments; and the promptness with which conference proceedings were published contributed greatly to making these meetings a significant contribution to the many faceted approach to helping the eight states independently to move ahead with one another's assistance.

The cumulative effect of the many meetings thus provided numerous benefits to the several phases of the project, with each phase contributing to the effectiveness of the phase that followed. Comments repeated frequently by individuals interviewed include the following:

- The discussions opened eyes and minds to the extent and rapidity of social, economic and political as well as technological change, and to the implications these changes might have for education. Participants were jolted out of their complacency and the security of their reliance upon tradition.

- The conferences provided some common understandings that could be taken back to the states to relate to state and local problems.
- The proceedings of these conferences furnished tools, reference materials and techniques to use at home.
- The opportunity to discuss problems with participants from other states supplied ideas as well as challenges.

The work-conferences of the state coordinators and central staff provided pride in participating in decision making with an accompanying incentive to follow through. These discussions resulted in a greater understanding of the values to be gained from heterogeneous involvement in state activities and, therefore, provided a deeper commitment to, and greater knowledge of, how to assure such involvement at home.

Participants were first awakened to the importance of planning and then given some insights into the study of the science of planning. Fortified with this background most of them returned to their states and observed a lack of planning and, in most cases, placed this as a project high on their state's priority list.

Discussions both in the formal programs and in the informal get togethers resulted in a desire to reexamine the proper role of state departments of education. In some states, no thought had earlier been given to this question. The conferences served as a catalyst in awakening the several states to a realization that these departments must provide appropriate services and leadership as well as a regulatory function.

Criticism of the conferences and their contributions to the project was minimal. Numerous persons did comment, however, that as helpful as the conferences were they could have been even more useful had some of the speakers been less pedagogical and had more time been allowed for questioning the speakers. These comments were directed mainly at the first two conferences. Such comments are only natural when the underlying strength of the project seems to have been the success it had in involving the participants. They wanted more participation.

An additional criticism offered was that treatment of problems lacked specificity. Yet, with other participants, this was considered a strength on the basis that the general approach at area conferences provided the background to discuss, at the state and local level, the same problems as they specifically applied at home.

PUBLISHED REPORTS, FILMS AND FILMSTRIPS

Under the guidance of the central staff, seven reports or monographs, three one-half hour video tapes, and five sound-filmstrips were produced.

The publications were broadly disseminated to the public and the educational profession within each of the eight states through the offices of the state coordinators and state superintendents, and throughout the country by the office of the project director. One perceptive person described the publications as the best educational material produced in over a decade. Another said that he found the material to be the most valuable reference source on education he had ever used. A third said it would take a private citizen a generation to assimilate all of the specialized knowledge contained therein.

Although some respondents indicated that they had not read all of the publications, there was close to unanimity that if the project had accomplished nothing more, these publications would stand as a fundamental contribution to an understanding of educational problems, needs and potentialities not only in the eight states but in the entire nation.

Within most of the states, the published materials were used by the state advisory committees and a variety of study groups. These groups applied the concepts and recommendations to their own situations, developed perspectives on the applicability to their state and local needs, and produced recommendations for implementation. Most of the states developed published reports of the analyses and recommendations of their study groups and advisory committees. These publications were used both for public relations purposes and for formulating specific legislative goals.

Outside of the eight states involved in the project, the publications have been broadly used. With the exhaustion of the supply published by the project, Citation Press of Scholastic Magazines reprinted all publications and distributed them commercially. As a consequence, many of the publications are extensively used as textbook and reference materials in programs for the preparation of professional educators. Numerous citations in scholarly publications have been noted.

Parts of most publications are also recognized as difficult reading and some of the chapters are written in a manner which restricts broad public use. The target audience frequently appears to be professional educators rather than the public-at-large, despite the instructions given to the persons who prepared the papers. The project has been criticized by some respondents for failure to have produced easily read digests which would have made the materials more readily available to the general public and more usable to policy-making and legislative groups, which would not have the extra time or inclination to read through the hundreds of pages of weighty materials.

Since most publications were compilations of papers prepared by different authors, there was some overlapping of materials, inconsistency in points of view, and differing assessments of needs and priorities. Although these factors bothered some readers, they were considered by others to be a reason for the effectiveness of the publications. The publications were designed as vehicles to stimulate thought, to provide touchstones against which ideas and proposals could be prepared, to make reference materials available from which pertinent data could be abstracted, and to suggest directions which should be considered as each state attempted to improve its leadership functions and to develop master plans for the future. Those who sought blue-prints for final answers in the publications were doomed to disappointment—for detailed designs and answers would have to emerge out of the proper instrumentalities in each of the states.

The general reaction of respondents to the video-tapes and sound filmstrips was good. Their use has depended more upon the state coordinators than upon the central office. In most states, the materials have been extensively used by P.T.A. and other groups closely related to the public schools. In some states, the advisory committees and the various study groups have used the materials both in their own deliberations and in their presentations to other groups. In at least one instance, an individual state developed additional filmstrips to show the implications of the area-wide program for educational needs and developments within its boundaries.

There were few criticisms of these materials. They were received as useful and well-prepared, but it was also felt that they have not been sufficiently used with the public or special groups. In one state, it was indicated that they have been used extensively by P.T.A.'s and groups of professional educators, but have not yet been used with influential state and community groups which could be mobilized to help improve education.

* * *

Section Three

Observations Concerning Developments in the States

The visits to the seven states were most rewarding as a means for assessing the impact of DEF throughout the eight-state region. Each of the seven states visited arranged interviews and observation experiences relevant to the purpose of the visit without in any way restricting the visitors from pursuing promising leads as they appeared. The tone of the visits was invariably one of openness and genuine welcome, testimony in itself to the high spirit and morale with which DEF had proceeded.

It was quite logical that the evaluators perceived both commonalities in purpose, process and outcomes and fundamental differences among the states. Most have been dealt with descriptively in the reports of the central staff and the state coordinators and will be critically reviewed in the evaluators' comments on each state. The commonalities warrant attention at this point.

As pointed out earlier, the central project staff was held in high regard and received universal acclaim. Such cannot be said of the leadership from some of the chief state school officers which varied considerably as will be described in the state-by-state reports which follow. These wholly-to-be-expected variations complicated the selection of, and were reflected in the tenure, and sanction accorded the state coordinators. In four states, DEF did not receive the undivided attention of the same person as coordinator throughout the life of the project, but in all but three states the coordinators nonetheless received strong support from the chief state school officer. In other words, the project revealed in this and in other respects the differences which emerge when eight state entities attempt a cooperative venture but cannot disregard entirely unique state considerations of a compelling bureaucratic, financial or political nature. Whether a cooperative venture among autonomous states can guard against serious incongruencies and still respect legitimate state prerogatives is doubtful, but may be so critical to the overall success of a given endeavor that some regional control may be warranted.

Despite the variations in state endeavors which appeared to be related to the turnover in coordinators and the different degrees of support they received within each state, each of the persons who served demonstrated a high commitment to the endeavor. This statement is made deliberately and without equivocation. It may attest to the fact that no state at any time wished to be represented in the region or in the state by anyone other than a person of strength and who has established a record of effectiveness.

All states recognized eventually the critical importance of lay involvement in their state advisory committees, study groups and regional conferences. In a time of national social turmoil one may inquire as to the extent to which ethnic minorities and disadvantaged groups were represented or encouraged to contribute to the discussion of ends and means for educational progress in each state. The persons involved were, by and large, status leaders reflecting the educational, business and political establishment. From the vantage point of 1969, of course, such a comment is more appropriate than would have been the case even three years before.

The state advisory committees generally emerged with reports which were directed more toward immediate problems of finance, state structure, district reorganization and curriculum than toward major concerns with long-range educational planning and the organizational and other commitments such planning would require. As stated in Section Two, not all committees were helped significantly to broaden their vision or raise their sights by the out-of-state consultants. There might have been more helpful assistance, both immediate and long-range, in some states from in-state consultants drawn from the universities and elsewhere—persons who had a commitment to the state and a stake in its progress.

The value of state-wide meetings in each state was generally recognized, but such meetings were few and far between or did not materialize in most states. The failure to plan such meetings probably contributed to the lack of any perceptible in-depth lay involvement with, or knowledge of, DEF and its ramifications in many states. The primary impact of DEF endeavors was upon persons on the whole already active or deeply interested in education in each state and willing to play a role in its improvement.

The importance to them, however, was critical to assure progress within each state.

As already noted, the historical review of each state's educational development and the study of attitudes toward educational change apparently had little bearing in most states upon the subsequent state DEF programs and proposals. Those persons who were involved in the project became increasingly sophisticated about the forces at work in society and their possible implications for educational change. It was less clear, however, whether the general reaction of some was one more of resistance to change, of acceptance of its inevitability, or of recognition of the importance of planning for needed changes. Persons in primary leadership roles appeared to grow significantly in their recognition of certain needs. One evidence of positive gain in the eyes of most professionals was the advisory committee recommendation for an appointive chief state school officer in three of the four states where the position is now filled by election.

Focusing strongly upon the necessity for long-range planning as a continuous function of the state education agency, DEF accomplished much positive recognition of the importance of planning and increased interest in the science of planning. The progress made toward implementation was less consistent from one state to the next and what progress was evidenced in most states was primarily on short-term or immediate needs. The prospects for a pervasive and influential planning process in each state education agency are only as good as the likelihood of permanent budgetary commitment.

A final generalization was that in nearly all states there is apparent a substantial improvement in self-perception by members of the state education agency. This is paralleled by much positive gain in the perception of that agency by political as well as by lay and professional leadership. The period of DEF activity has, of course, been accompanied by much growth in staff and increased funding in each state education agency under the several titles of the Elementary and Secondary Education Act. Thus the potential for leadership roles to be demonstrated has proportionately increased. Whether or not this leadership has actually developed is beyond the scope of this report. The setting for it to develop throughout the region, with the exception of perhaps two of the eight states, has been improved.

ARIZONA

In accordance with the request of the State Superintendent, no visitations were made in Arizona. Therefore, what can be said here must be limited to a review of the publications and reports coming from within Arizona, and from discussions outside of the state with persons who were close to what had been accomplished by DEF in the state.

There appears to be no reason to believe that exceptions to the general observations already made concerning state activities should be noted for Arizona. The commitments to the project by the coordinator and the committee members seemed to be genuine and resulted in dedicated work. Perhaps if it had not been for the restraints imposed by state regulations involving financial matters, much more would have been accomplished in obtaining the inter-state benefits, the potential for which DEF provided. Yet even with these restraints, it was noted that the Arizona coordinator had a very positive influence upon the work of his counterparts in other states.

It appears that the selection of personnel for the various committees was in keeping with the objective of encouraging greater concern among noneducators—especially industrial, business and political leaders—about the problems of education. The evaluators were not in a position to assess the depth and breadth of involvement. However, it seems clear that, as in other states, educational leaders now recognize the importance of laymen, legislators and educators working together to plan and work toward educational improvements.

DEF activity in Arizona has resulted in some very definite recommendations. We have learned that requests have come from several sources in Arizona to continue work toward implementation. Viewing developments from the outside, no specific steps have been noted that would indicate this will happen.

COLORADO

Colorado's commitment to the activities and purposes of DEF is among the highest. It would have been surprising if this were not so—the chairman of the DEF Policy board is the Colorado Commissioner of Education and the central staff of the project is located at Denver.

Colorado-DEF, at the outset, was established as an integral part of the state education agency. As a result it was noticeable that, during the three years, state department of education staff reassignments accommodated DEF influences. This has been particularly apparent with respect to planning activities.

The organization of DEF committees within Colorado did not directly involve as many people as in some of the other states. Yet the depth of their involvement was greater than in most of the other states visited. Laymen were generously represented on the eight Colorado committees—39 of the 88 members. Significantly, on four of the eight committees—the advisory committee and the study committees for purposes, scope and goals of education; local school and school system organization; and state educational organization and operation—the laymen were in the majority. It was reported by laymen and educators alike that the best devotion to task was displayed by the non-education members of the advisory committee.

While it became clear that there were some instances where a few individuals were dissatisfied with procedures employed and the reports that were approved, the overwhelming reaction was positive. Generally, the participants were appreciative of the learning they themselves gained from the activity while critical that the opportunity was limited to so few. They added that if anything is to come of the effort more persons must become similarly involved.

The reports prepared by the Colorado DEF committees, at the time of the evaluation visits, were being made ready for presentation to the State Board of Education. The disposition of the reports by that body will not be known until after this evaluation report has gone to press.

The evidence indicates that the work of each study committee was structured so as to fit into the total DEF project. Colorado interpreted its DEF challenge as utilizing inputs from various sources including DEF conferences, publications, and study committee reports. The advisory committee operated rather effectively in serving as the coordinating agency through the process of carefully reviewing the study committee reports and, where desirable, requesting that the reports be redrafted. Six monographs, prepared for lay audiences, were developed as a result of study committee reports and have been distributed to school systems and representative lay citizens throughout the state.

Four years ago there was no comprehensive system of planning ahead. It is now apparent that the state education agency has a strong commitment to the role of educational planning as a means of achieving educational change. Thus, the role of Colorado in achieving the stated purposes of DEF was supplemented by planning and developmental activities of the state education agency. The Office of Planning Services has been established in the state agency under the direction of an Assistant Commissioner. Numerous planning activities have been projected under the direction of appropriate state education agency personnel. Operationally, the office of planning services identifies needs and then seeks to identify appropriate professional personnel to attack the problem. Although federal funds made it possible to strengthen the planning function of the state education agency, a cut-off of support from that source would not stop all planning activity. The strong commitments of the state board of education and the commissioner to planning would seem to assure its continuance at the expense of some other activities, if necessary.

Four years ago there was no specific state intra- and inter-agency organization for planning. Three years ago the Governor insisted upon a five year plan from each agency. However, this was oriented to budget and not to program. Recently the state government has moved toward the use of planning units. There is now a state (inter-agency) planning office. In theory this group has existed for years, but without action. With federal financial assistance, it was activated two years ago. To date the strongest interaction has been among health agencies, certain institutions and higher education. Structurally and procedurally the group has a long way to go but it has made promising beginnings.

One state education agency activity which paralleled DEF and is worthy of note was the series of five workshops held in September 1968 with local school board members and their superintendents. These meetings disclosed a list of needs and priorities in close agreement with needs as previously identified by Colorado-DEF and the state department. Another parallel activity was the first annual "Views of Youth Education" conference with 50 students from 47 high schools participating. The meeting was designed to solicit youthful "views of education with emphasis on education of the future." Commissioner Byron W. Hansford justifiably concluded: "If the results of this conference and, I hope, those which will follow in other years, are an indication of things to come by the 1980's, education in Colorado is destined for great change and improvement."

According to many persons interviewed, real change will occur only to the degree that future teachers are properly trained to implement new educational designs and current professional staff is retrained. In this connection it was noted that there has been no coordinated statewide plan to meet in-service education needs. The state education agency is now gathering information on need. A breakthrough may come because some local superintendents are finally becoming aware of the importance of this problem area. It is suggested that a statewide plan for meeting in-service education needs for teachers of the future might be cooperatively developed by the state education agency, local school districts, and teacher training institutions.

As in most states, a major problem is the lack of state funds to support the education agency adequately. A recent study of federal vs. state support of state education agency activities showed the state as a minor partner—with its one million dollar support representing 48 percent of the total. This almost one to one relationship shows a far greater state effort than in most states in the DEF project. However, partly because of DEF activity, participants are aware that the state must do more.

The image of the state education agency has improved considerably in the past decade but there is much room for further progress. It seems that still too many see the role of the agency as regulatory and as a statistics gatherer. An important element of the public has been awakened to the need for change, although it was often expressed that DEF has not had major influence upon the Legislature. The beginnings have been promising, the commitment to planning is encouraging, but the challenge now is reported to be the development of an action program designed to move from the global outlook of DEF to the specifics of implementation in Colorado.

IDAHO

With confidence it can be stated that Idaho's commitment to the success of DEF was well above average. The chief state school officer obviously placed the project high on his priority list and arranged for a full-time coordinator. The enthusiasm for DEF reflects the commitment.

The project design was highly praised. Comments included appreciation for regional meetings and publications, and an opportunity to move from provincialism to an awareness that the world is changing and that

Idaho can not escape the change. The coordinator was applauded for his ability in involving people in such a gracious and effective way and for the time and effort he expended in being helpful to the various committees and local school systems.

Considerable favorable comment was given to the selection of personnel for the various committees especially because this was "the first time so many of the power structure had an opportunity to examine in detail the educational problems of the state."

There was unanimity in feeling that more staff assistance would have been helpful but an admission that having "to dig for ourselves was good education and eliminated any charges that we were being spoon fed."

The media were reported to be very cooperative but doubt was expressed as to how far beyond the participants the actual knowledge of problems had been disseminated. There were constant expressions of hope that some form of continuation of the project would take place.

There is a definite feeling that there is an increased awareness of the significance of the state education agency and that it should be given an expanding role in leadership. Reasons given for the change are the presence of so many federal programs and the accompanying guidelines and reports, a state superintendent who definitely has moved toward providing more state services without control, and the helpful and continuing dialogue generated by DEF. This growing awareness of the importance of the state department of education has spotlighted the fact that the state's support of the department's budget is only one-half of the federal support and a recognition that this should be increased. The 1969 Legislature allowed salary increases for departmental staff (not including the Superintendent) but did not provide funds for more personnel to provide additional services. This reflects an increasing awareness of the recent growth in the number of department personnel while forgetting the federal influence and support. In 1954 the state education agency function was solely regulatory and the staff was composed of eleven people. With the activity and support of the National Defense Education Act (NDEA) the number grew to 27 in 1958. Now, four years after passage of the Elementary and Secondary Education Act (ESEA), the staff has grown to 87 persons.

Within the state education agency there seems to be a feeling that the priority problems are reorganization of school districts (reduction from the present 117 to about 40), the establishment of an office for planning and evaluation, and authorization of leaves of absence for professional study. It is hoped the planning office can be established shortly after July 1. In the interim, a committee meets one-half day per week to discuss planning issues. Five staff members are already scheduled for special training this summer—a step toward in-service training.

The advisory committee and the several study committees were helpful in breaking the past habit of educators talking only among themselves. This had the accompanying effect of broadening the understanding of influential laymen and increasing their desire for more participation in a way that may bring tangible benefits from their efforts.

Much, although not all, credit is given to the activities of DEF for raising the sights of the Legislature. In the current session the appropriation for local schools was increased by $19 million, to a new high of $87 million for the biennium. As a result the state's share of funds for schools will move from 45% to 56%. Reasons, other than the fact the public expressed its desire for better support, include the existence of a treasury surplus, an inadequate appropriation at the last session, threatened teacher sanctions, and an obvious desire to shift the responsibility away from an overburdened ad valorem tax. Even with such an increase there seems to be a feeling that Idaho has not yet closely approached the effort it must make.

DEF in Idaho succeeded admirably in involving influential laymen. The nature and depth of their involvement will have many future benefits. One prominent layman succinctly expressed the feelings of many when he said: "I got a lot of humility out of this." Their presence had a calming effect on teachers who seemed to be at a stage of potential militance. The experience caused the laymen to be aware that education was tied to politics and that there was a need for everyone to understand it. There seems to be a deep concern that with the end of the formal structure of DEF there might be a slowdown in citizen activity. Participants are unanimous in wanting the state department of education to provide the leadership not only to continue to involve the people but to expand the activity.

DEF in Idaho was faced with the dilemma that, while it was concerning itself with problems relating to future needs, many immediate and critical problems would not receive proper attention. This was resolved by establishing a special task force to give attention to the immediate problems, leaving other DEF committees free to look to the future. An added benefit was the involvement of more people. Out of the task force activity came several legislative recommendations; some of which were acted upon favorably. Equally important, it seems, is the determination of a number of persons to see that other important recommendations receive approval in the future.

Priority concerns of laymen in particular are:

1. Reorganization of school districts.
2. A further look at the method of selection of the chief state school officer to remove the office from the influences of partisan politics, to enhance his stature, and to reward him more adequately.
3. To have planning become a primary function of the state education agency.

Idaho's activity could be described as a renaissance. Its future is still unknown, but predictably will be in one of two directions. If the newly found "friends" are pressed into continued action there are few limits on what they might accomplish in the next few years. On the other hand, if the activity stops now, not only will very little progress be made but there could develop a group of alienated people who would be difficult to enlist as supporters at a later time.

MONTANA

The evaluators were fortunate enough to meet, in an all-day session in Great Falls, with 10 Montanans representative of the state DEF Advisory Committee and the 15 local area study committees.

The effects of a change in state education agency leadership were clearly noticeable. The several weeks prior to the installation of the newly elected state superintendent constituted a period of uncertainty for DEF. There did not appear to be a deep commitment to the project on the part of the outgoing superintendent. To assume this would change with the turnover of leadership would have been presumptious. The result was to wait.

The state coordinator was permitted to spend only part of his time on DEF activities because of several other state department responsibilities that continued to be his. In a state as large and as sparsely populated as Montana this was a serious handicap to the project. Far from enough time was available for the demanding area-level and state-level duties and for the services that might have been provided to the 15 local study committees described in the Coordinator's report.

Respondents felt, in retrospect, that it would have been better had more attention been given, in early meetings of the 15 local study committees, to organization planning. Meetings were not structured well enough and purposes of the groups were not clearly understood. This resulted in a high incidence of inactivity on the part of some members. Part of the problem, it was felt, may have been a less than adequate approach to the selection of personnel for the committees. Despite these criticisms there seemed to be general agreement that a promising trend for educational improvement had begun and that there was a real need to accelerate and broaden the efforts already expended.

There were frequent expressions of concern that the state education agency had not provided, and still was not providing, adequate services to local school districts and that there was a definite need for the state department to be staffed with sufficient competent personnel to provide the services and leadership that improved education demands. The comments of some of these persons were accompanied by an admission that this was, for them, a newly perceived role for the department and that prior to this activity it had not occurred to them.

An aura of frustration seemed to abound. Many persons expressed themselves as being awakened to problems and to an understanding of needs. They were concerned that they simply did not know how to influence the power structure to satisfy the needs. Part of their problem, they admitted, was that, as important as the problems of the future are known to be, there seems to be little disposition on the part of anyone to take his mind off the "brush fires" of the moment. Fortunately, they added, they are at last becoming cognizant that until they reorganize their priorities they are inviting an increasing number of "brush fires." These same individuals concluded that they now look to the state department of education to take the leadership, with the aid of influential citizens throughout the state, in preparing for the future.

Aside from the repeated complaint that financial support for the schools was too low and that the deterrent might well be the lack of agreement on how (sales tax or other means) to raise more funds, the consensus seemed to be that reorganization of school districts is a prerequisite to progress. Admitting that the distribution of population, being what it is, would make it impossible to eliminate many of the costly small schools, particularly elementary schools, they felt that the present organization could be administratively improved and thereby provide services now lacking in many small school districts.

They added that a proper reorganization might well assist the state department of education in improving its service and leadership role. Somewhat pessimistically most participants felt that implementation was a tremendous task requiring a massive program of public understanding. Here again they saw the need for influential citizens to participate.

Area conferences and the publications that followed were given much credit for getting Montana participants to think. Not enough good was obtained from them, according to those who attended, because the area meetings dealt with global problems and the people from Montana did not discuss these same problems sufficiently in terms of their implications for the state.

From the evidence available, very little long-range educational planning has been carried out in Montana either before or during DEF. The project in Montana appears to have concerned itself primarily with immediate problems, such as the urgent need for expansion of vocational-technical education and the state funding of kindergartens. Both the advisory committee and the 15 state area committees did much to bring about public awareness of these needs. Legislative approval was secured in 1969 for increased funding of vocational-technical education and momentum appears to be developing for the establishment of a statewide kindergarten system.

There also seems to be a stronger commitment on behalf of state education agency staff members and the new state superintendent to the leadership role of the agency. Plans have been developed by several staff members of the department for the establishment of a planning and development division. The state superintendent had received the report of study the day before the arrival of the evaluation team.

It is not fair to state unequivocally that DEF in Montana did not concern itself with planning for the future. For example, the Youth Conferences and Superintendent's Conferences sponsored by DEF were excellent and the reports of these should contribute to future planning for education in Montana. There is evidence also that the various news media seem to be more aware of the need and importance of long-range planning in meeting the educational needs of Montana citizens.

DEF has assisted materially in establishing a climate for future educational development within the state. The concern of the persons interviewed was that it might stop with the conclusion of the DEF project.

NEVADA

As in the case of most of the other seven states, there was a high degree of commitment to DEF by everyone involved. In retrospect it is evident that the commitment is one that Nevadans are pleased they made. The most common comment was that the project has really just started and that it must continue both on a state and a regional basis.

The evaluators are agreed that there was unanimous endorsement of the state education agency's growth in stature and influence during the past three years and on the consequent constructive effect upon Nevada's elementary and secondary education. The funding of public education increased at a faster rate than population and cost of living indices would call for. Readiness and, in many cases, eagerness for change on the part of legislators, professional educators and lay citizens are clearly evident. Serious questions about educational accountability are being asked, but with a clearer sense of what the potential for education should be.

DEF in Nevada—or the Eight-State Project as it is typically identified in Nevada—has been staffed by a full-time coordinator for two of the three years. During the last year he has divided his time between DEF and his newly assumed duties as an assistant state superintendent for two southern Nevada counties. He has had the full-time assistance of a responsible woman who is constantly on duty in Carson City. The project has been guided by an advisory committee of laymen and professionals—18 in all—well balanced geographically, occupationally and politically. The committee in turn has been supplied with reports and proposals from a study committee consisting of seven educators from various levels of the public schools and the state department of education. Selection of study committee members in Nevada varied slightly from that of other states, not so much in the procedure followed as in the composition of the committee that resulted. It was made up entirely of educators, thus reducing the opportunity for wider and deeper involvement by laymen.

DEF in Nevada relied heavily on the stimulation provided by the study committee, the state department of education itself, the area conferences and publications, two state meetings of laymen and educators, an out-of-state consultant, and an aggressive and versatile coordinator. It valued the leadership from the Denver regional office and the region-wide meetings of coordinators.

The design seemed well conceived for Nevada. It resulted in continuity of effort by most advisory committee members. The efforts of DEF were closely integrated with an independent study of the state education agency organization and staffing conducted by two faculty members from the University of Nevada. They also were coordinated with a state education agency directed study resulting in a Master Plan for Nevada which has just been published and is being disseminated widely throughout the state.

The central effort was carried on by a small core of professionals, laymen and political leaders. Serious efforts were made at dissemination, aided by the appointment of a lay publicist to the advisory committee. It is generally agreed there is greater awareness of the project and its recommendations in the north of Nevada than there is in the south. Participation in proportion to population appears to have been greater in the north. Much of this results from the location of the state capitol in the north and the greater familiarity of the coordinator with that area, its press, and its leadership.

Early stages of the study concentrated on "limiting factors" to progress in public education in Nevada. Ultimately these were stated positively and emerged in a 35 page summary report, *Rx for Education in Nevada*. The recommendations were also closely in tune with the comprehensive Master Plan report which emerged early in 1969.

With the limited resources from project funds available to the state the design was a good one, soundly conceived and possible of implementation in the time available. It appears to have been assisted by changes in the legislature emerging from reapportionment. It capitalized on the appointment of a new state superintendent and his commitment to leadership rather than to regulatory functions. It focused on curricular innovations rather than on structural considerations and upon getting involvement of lay and professional leaders of the state in area and state conferences which could stimulate their thinking about the future of education in the state.

The area or regional conferences were highly regarded and increasingly well-attended by a representative group from the state. The published reports have been widely disseminated and appear to have been studied with care by many professionals. Together with the filmstrips, they are being used in university classes. The Clark County school board has given extended consideration to the recommendations for curricular innovations. The filmstrips have been used more widely than was observed in other states. The DEF Nevada staff has contributed to the development of a filmstrip on the Master Plan for Nevada which is very well done and which will be shown in all parts of the state. PTA's have proved to be a useful vehicle for such purposes.

Paralleling, as it has, the new leadership in the state department of education it is often difficult to separate DEF-stimulated activities from those of the department during the past two and one-half years. There is solid agreement that the two have complemented each other and encouraged an awareness of the needs for education much greater than either might have done alone. The state superintendent is viewed as having drawn much support from DEF publications, conferences, and recommendations—a conclusion which he personally supports.

The state department of education is clearly emerging in a strong leadership role. It is generally regarded as well ahead of the state board of education (comprised of six regionally elected and two appointed members) in its philosophy of education and its aggressiveness. Indeed it is viewed as having encouraged more liberal support from the legislature than that provided either by the Board or the Governor.

The state education agency itself depends heavily (approximately 40%) on federal funding for its various leadership functions and has yet to win the support of the state executive department for more personnel. Nonetheless, the superintendent now serves on the Governor's Cabinet where education is beginning to take a share in the discussion of over-all policy for the state.

It is generally agreed that state planning for education prior to DEF was non-existent. What planning there was emerged from the several local districts—primarily the two major urban areas of Washoe and Clark counties. Through the insistence of the state superintendent—complemented and encouraged by DEF, as well as the availability of other federally-provided funds—the past two years have seen a sharp increase in state led planning endeavors, all of which are strongly supported by the local leadership of progressive-mind and by influential legislators, PTA spokesmen and other laymen. There is now a nucleus for continued planning in the existence of a small committee within the department, headed by the deputy state superintendent. This will require staff support which we are convinced the present superintendent will somehow provide.

Parallel with this is the oft-expressed hope that the Eight-State Project will either be extended or through some other support be permitted to continue. The chief state school officer, local school leaders, legislators and laymen who have been involved thus far are unanimous in their endorsement of the value of regional association.

Of 20 resolutions comprising the 1969 legislative program of the State PTA, nine emerged directly from the Eight-State Project.

Additional items warranting attention include:

1. Two regional service centers have been established to gather data and to project needs and services to local schools in sparsely settled areas of the state.
2. The Nevada Educational Development Council, established in March, 1966—representing the State PTA, School Trustees, Education Association, Department of Education, Higher Education System, and the County Superintendents Association—attempts to provide clear, authoritative and unified direction to the public and the legislature on matters affecting schools. Its minutes reveal close correlation between its recommendations and those emerging from the state advisory committee for DEF.
3. The principal handicaps to DEF within Nevada were stated to be financial in nature—primarily for staff support and for the

expenses of travel for the advisory committee and of public relations costs for dissemination.

4. Legislative leaders who participated in DEF appear to have altered their consensus from a preoccupation with economics to an awareness of activities required if education in Nevada is to catch up with the world of the late 1960's and the 1970's.
5. The University of Nevada has been reasonably active in DEF through the membership of its Reno president and a faculty member on the advisory committee, through a study of state education agency organization and operation, and through participation in area conferences.
6. The state department of education is the first department of state government to propose program budgeting for its endeavors, and in a form which would provide for greater flexibility for the department.
7. Throughout many of the interviews with laymen ran a common thread of concern for holding the educational establishment accountable. Teacher productivity, teacher effectiveness, teacher intransigence were frequently mentioned as essential foci for state and regional efforts.

The legislature was not scheduled to vote on the education budget until after the evaluators had departed. At the time this report was written there still was not a final outcome. The prospects are that state appropriations for local schools will be close to the request *but* that funds for state operations and new programs will be considerably below the request. Should the needed resources for improving the services provided by the state not be authorized, the resulting problems may well help to assure the continuation of lay involvement in order to prevent the loss of gains already made and to resolve political controversies relating to education.

NEW MEXICO

Although handicapped somewhat by the out-of-state move of their coordinator in the closing months of the project, New Mexico's experience was, on the whole, highly worthwhile.

Self-criticism concerning committee personnel included such points as too few people, particularly laymen, were involved, and individual assignments were made on the basis of the greatest contribution the person could make rather than of giving him an opportunity to work on problems that would help fill gaps in his knowledge. Otherwise there seemed to be considerable satisfaction with the organization and procedures employed.

Regional meetings did much to remove parochial attitudes, open doors of communication among people within the state and interstate, and to raise the sights of participants about what had to be done and could be done. The principal criticism of regional meetings was that too much time was allowed for presentations by "experts" at the expense of time for discussions with the experts and others with common problems.

The project publications were considered to be outstanding, especially as reference material. Very few people admitted to sitting down and reading them cover to cover but almost to the man there was evidence of wide use in generating ideas. There were many calls for a digesting of the information for wide dissemination.

The press reported project activities moderately well. However, even with the visibility attained, the activities of the project did not seem to be widely known throughout the state.

Partly because of the activities of DEF and partly because of the various requirements that accompanied other federal assistance programs, there has been an increased awareness of the state education agency. For years the department had been looked upon as a funnel for funds and a "policeman." Now the people—local school boards, educators and interested laymen—seem to want the department to become an educational leader for the state and a source of service to the local districts. This feeling is also shared by some members of the legislature. The prevalent feeling, however, is one of impatience. There seems to be a note of urgent concern that the state board of education, an elected body, and the department headed by a superintendent (an appointed office only since 1958) do not have the confidence of the governor and legislature and, therefore, are not permitted to furnish the leadership education deserves.

The DEF project is responsible for a completely changed outlook concerning planning. Four years ago any planning for New Mexico education is reported to have been fragmentary at best. Today it is an organized function of a planning division reporting directly to the state superintendent. The final decision for this organizational pattern was made only the day before the arrival of the external evaluators. Such a provision, however, does not mean that miracles can be expected. There is still a feeling among members of the legislature, including those "friends of education," that the crisis of the day must take priority over looking ahead, no matter how important the function of planning may seem.

A few weeks after the evaluators departed, the Legislature acted upon the education budget with "an axe." The evaluators were not surprised to learn of this because it was evident that there were definite traces of vindictiveness and personality clashes on the scene. What effect this will have upon the new planning office cannot be determined as of this writing.

The presence of the project and the participation of people in the studies caused some concerns. Involvement of people is reported to have been deeper outside of the department than on the inside, except for a certain few. In fact, it was reported repeatedly that quite a few state education agency personnel were disturbed over the disruptions to routine and seemed to feel insecure. On the other hand, other participants complained that the department was not given the resources to employ enough persons and of the quality required to perform the leadership function which should be demanded of it. During the past three years there seems to have been some examples of staff strengthening and very definite broadening of outlooks. To many persons the project was looked upon as an excellent in-service education program.

Criticism of DEF was difficult to find. In fact the following most often repeated comments intended as criticism could be interpreted as praise:

- The state board of education was not fully committed to it; they tolerated it.
- There was insufficient staff assistance available to the project committees.
- More laymen should have been afforded the opportunity for such an experience.

The DEF committees will present their reports to the state board of education in June. In order to prepare for this occasion, they have held a "mock board" meeting to help sharpen the presentation.

There is a definite consensus that some form of the project must be continued. The feeling is that the effort so far has resulted in opening some minds and that continued and broadened activity is now required to bring tangible benefits. Stated another way, the interviews indicated that the project caused people to understand the problems facing New Mexico schools, made them aware of the alternatives and prepared them for the next steps—decision making and implementation. There was near unanimity on the following order of priorities for New Mexico education; the differences being mainly degree rather than topical:

- The people must demand that the Legislature stop attempting to act as the state department of education.
- Without reflection on any of the current members of the state board, selection should be changed from a Judicial District basis to a more nearly one-man one-vote representation.
- The separation of program (state board) and finance (state finance office) should be discontinued by placing both functions with the former.
- The state department of education should be provided with enough funds to attract the strongest professional personnel possible.
- The establishment of a planning office is a definite forward step and its first order of business must be to gain the confidence of the Governor and Legislature if it is to become fully effective.
- A statewide dialogue needs to be encouraged to bring about a reevaluation of objectives of education for New Mexico and the development of a curriculum to meet these goals.

In looking to the future it is noted that the state coordinator comments in his final report, that ". . . responsibility for planning is becoming crystal clear for the department of education; and many of the publics feel that only through good planning can we have a good educational system." The evaluators agree with this statement but also observe that the fruits of planning come with the implementation of the findings. Success will depend upon the fullest involvement and understanding of the various publics concerned. It is in this respect—particularly in the relationship among educators, laymen and legislators—that much remains to be done.

UTAH

Utah has had a high commitment to the goals of the DEF project. One of the most impressive evidences of this commitment is the location of responsibility for the state DEF program in the state education agency. The coordinator of DEF is a deputy superintendent of public instruction. He reports directly to the superintendent, is a member of the executive council, has policy-making responsibilities in the agency, and is in a position to coordinate the functions of DEF with the continuing activities and responsibilities of the state education agency.

Because of the location of the coordinator in this key position in the state education agency and the commitment of the state superintendent of public instruction to the program, DEF has been an integral part of the agency, the activities of which were modified in various ways by the DEF program.

First, DEF reinforced the superintendent's belief that the agency should become increasingly one that exercises leadership rather than performing merely regulatory and inspectoral functions. Leadership functions included the identification of major problems and needs and the development of procedures both for evaluating existing programs and developing strategies for initiating new ones.

Second, in order to accomplish these ends, the superintendent developed a division of planning within the agency. The basic functions of this division were determined as a result of the DEF program, and its initiation was hastened by participation in an additional federally sponsored project.

Third, the state agency for education has encouraged broad participation of its members in the activities of DEF, using the project as a means of improving rapport with both citizens and educators and improving communication among groups who could affect educational policies within the state.

The DEF project was so structured as to obtain broad involvement of Utah citizens in its activities. The advisory committee met monthly and was composed of 24 influential citizens. The chairman was a prominent businessman. Other members came from agricultural, professional, business, or prominent economic, political, and action groups. Relatively few members were professional educators.

Nine study groups were organized. These study groups were composed of prominent citizens, some of whom served on school boards, and the state education agency appointed one of its members to serve as secretary to each committee. Also appointed to each committee was one public school educator and one college professor. The reports emanating from the study committees had two major purposes. They provided an analysis of important issues facing education in the state and included recommendations for the future. Several of these reports including the recommendations were incorporated into legislative programs of groups interested in improving education in the state.

These reports also served as a basis for building greater awareness of the problems of education in Utah among citizens of the state. A series of "grass-roots" conferences was held in various parts of the state to discuss these reports, to present various concepts of educational needs indicated in DEF publications, and to encourage action on the local level in the improvement of educational programs. The reports of the study groups were reproduced and distributed to the participants in the grass-roots conferences and to other interested citizens.

It is impossible to ascertain the extent to which the population of the state was involved in these activities. The opportunity for involvement was certainly provided, but some individuals who were interviewed felt that participation was limited to educationally involved groups, and that groups which could have helped to attain desirable legislative goals were not directly contacted. If there was a weakness in the approach employed, it may have been a failure fully to use political processes for effecting desired ends.

DEF materials, including project publications, films, and filmstrips have been extensively used within the state among groups of educators, P.T.A.'s, legislators and school board members. Some respondents expressed the hope that in subsequent activities efforts would be made for broader dissemination of these materials.

In spite of all of the involvement and commitment, it is difficult to ascertain to what extent DEF has actually changed education within the state. It has resulted in improved planning in the state educational agency, but this function is in its infancy and has had little opportunity to do more than theoretically test its own systems and operations. It is not, at present, sufficiently staffed to be more than an "in-house" operation for the state education agency. But it gives promise of becoming more.

Relatively few educators were directly involved in DEF activities, and those were mostly administrators, school board members, and representatives of educational associations. Few teachers were involved or, apparently, knowledgeable of DEF activities, publications or accomplishments.

It is also evident that relatively few college peronnel were involved to the extent that their professional competencies were used in the studies or formulation of recommendations. One respondent held that although DEF brought in excellent professional resources from all other parts of the country, it did not effectively use the professional and intellectual resources of the eight western states. This weakness resulted in the failure to help some universities develop maximum capability for carrying on the work of DEF in its next stages.

It is also evident that the focus of DEF in Utah is only slowly centering on instructional concerns. At least in part, this criticism can be discounted because the emphasis upon the leadership functions of the state education agency has been ultimately to improve instructional opportunities within the state. But, immediate concerns for structural, organizational, planning, and financial issues have, seemingly, overshadowed curriculum and instructional considerations. Currently, the state education agency, in part with DEF funds, is testing a pilot instructional program which involves differential staffing, individualized instruction, the development of individual instructional packages, flexible grading, and computer assistance in diagnosing pupil needs. This is an ambitious program, and much can be achieved through it. It requires for success greater emphasis upon in-service education of both the instructional and the administrative personnel involved.

Obviously, the problems of planning for the future—both to remove existing deficiencies and to meet emerging needs which result from social changes—have been overwhelming. The remarkable fact is that so much has been done as a result of effective leadership and wise utilization of DEF materials in Utah. Up to this time, the project has been in its organizational and planning phases. Base lines have been established, and directions have been pointed up. Materials, recommendations, needs have been communicated to the public. Awareness of needs is unquestionably greater than three years ago. The next steps, however, are the most crucial ones. These involve implementation of plans and recommendations, the involvement of even broader segments of the community, the coordination of resource allocation (using federal, state, and local funds), the initiation of concentrated strategies for improvement in local school districts and even individual attendance units, and the focusing of major attention upon how all of this can result in maximizing the educational opportunities of the children and youth of Utah. Not the least of the concerns of Utah's citizens must be how the legislature and the local publics will respond to the needs for augmenting financial resources. Not the easiest of problems to solve will be those of using the resources most effectively to assure a relevant education for all citizens, whether children or adult, who can improve their social contributions through further education.

DEF—or its successor in Utah—must attack still one other problem of considerable significance. We strongly suspect that DEF has produced some incongruities between the vision and demands of the citizens who have participated in its projects and received a broad education by careful perusal of its publications, on the one hand, and the teachers, administrators, and trainers of teachers who have not been so much involved and who have been pursuing their traditional practices, on the other. To meet the needs of the future and to assure relevance in its educational systems, the state of Utah must support a massive re-treading of its educational personnel. This process of "renewal" will be expensive, prolonged, and replete with problems. It is essential, however, if the plans of the future are to be implemented in improved educational programs and practices.

Utah's plans for follow-up to DEF as described in the state report of the coordinator are promising. The Master Plan being developed for changes in education by 1980 will serve as the base for a series of regional conferences to be held in the fall of 1969 and be co-sponsored by the Governor and the educational committees of the legislature. This activity could well set the stage for the implementation of a program of action designed for the future.

WYOMING

The state coordinator of Wyoming, even though he has held the post for less than a year, demonstrated intimate knowledge of the State's DEF endeavors and close acquaintance with persons who had participated in committee work and/or in area conferences. None the less, his brief tenure was symptomatic of Wyoming's apparent approach to the Eight-State Project at arm's length, an impression which gained credibility as the interviews proceeded from the State Superintendent to University personnel, public school educators, laymen and legislators deeply interested in education but seemingly having but a slight grasp of the central focus of DEF on planning for the future.

The evaluation visit took place just one week after the close of the legislative session—one devoted in large measure to educational matters. Two major achievements of the session have been the revision of the Wyoming Education Code and the passage of legislation providing for a major redistricting of the schools of the state. There has also been significant improvement in the state foundation program for support of the schools.

These accomplishments for education had created a sense of well-being among individuals committed to educational progress which made citizens of Wyoming fairly optimistic about the future of public education. DEF has added momentum to the endeavors resulting in legislation relating to redistricting, recodification of laws, and improvement of financial support for schools. One could gain little confidence, however, in the capacity of the state department of education to assume the leadership required for comprehensive planning for the future.

A major handicap in the implementation of Wyoming's DEF project was that there have been three separate coordinators. There is no basis for criticizing the diligence or commitment of any of the persons employed; but each change-over meant considerable loss of efficiency while the new man picked up the background with which to proceed.

A second handicap apparently resulted partly from the original decision made in the state that the project should be separate from the state department of education and not be influenced by the department. This potential handicap may have become more serious as a result of what seemed to be the limited interest in DEF by the state superintendent after he assumed his present office. Prior to that time he had been Chairman of the DEF State Advisory Board. He reported to the evaluator that DEF had "run its course." It seems apparent that he had gained insights from the processes of DEF to the extent that he has established the Wyoming Educational Council and also, that portions of the various committee recommendations have been incorporated into the legislative program. Others may have been used as a basis for modification of the state department of education, including the establishment of a research and development division and a proposal for a planning office, not as yet staffed. It appears that the superintendent places primary reliance on what the state can accomplish through its own efforts rather than on depending to any significant extent on regional efforts.

A third handicap would appear to have been the general feeling, perhaps quite justifiable, that little could be expected of Wyoming education as a whole (in its elementary and secondary schools, that is) until the re-districting has been effected, the basis for which it is hoped will lie in the new legislation. There is some skepticism among professional educators, particularly at the University, as to whether or not the re-districting process will be effective. There is also little potential seen at present for the constitutional change required to make the state superintendency an appointive office even though this was recommended by the state advisory board and also has been one of the planks upon which the recent superintendents have run for office.

Finally, there seems to be a lack of clear understanding or agreement within the state as to the most appropriate locus for planning for the future. Some laymen feel that the University should play a much stronger role in this process. The state superintendent and his staff believe they are now moving into planning through the state department of education; but, with the possible exception of some planning in conjunction with the re-districting, there appears to be insufficient funding or staffing essential for the task.

The state committee structure for DEF was somewhat cumbersome. Distance and other factors tended to limit participation to a minority of the membership of most committees. While meetings were held and reports prepared their impact was difficult to assess. Each committee has prepared a terminal report and the state advisory board has summarized its recommendations including proposals for legislation now and in the future. The several reports have been distributed only to committee and board members. At the time of the evaluation there was discussion of the preparation of a summary report of DEF activities and findings for state-wide distribution.

The committees dealing with reorganization of the state department of education and a pilot school project seemed to have had the best involvement. The pilot project was intended to develop a series of demonstration schools throughout the state, based upon an idea originating within the advisory board. Hoped-for financial support has not as yet been found and the prospects for the future are bleak. This would appear to have been an ambitious project in conception but the needed resources or capacity to follow-through once DEF has terminated have not materialized.

The major outcomes of DEF for Wyoming seem to have been the following:

1. The proposal of a limited organization for planning within the state department of education.
2. Considerable educator and lay stimulation primarily from committee activities and the area conferences.
3. Tangible evidence of positive change in attitudes toward education among some of the legislators and a significant effect on the legislation calling for re-districting.
4. Apparent greater appreciation within the state of the need for a stronger state department of education.
5. Some evidence of recognition of the values to be obtained from continued regional endeavors among lay and legislative leaders.
6. Little effect on Wyoming's apparent belief that its potential for improvement in education through its own efforts is limited by sparsity of population, inadequate resources and other controlling factors.
7. No obvious impact on the potential for change in the manner of selection of the chief state school officer.
8. A positive relation between DEF and the College of Education at Laramie. One gets the feeling that the University faculty in education has had high hopes that DEF might be a major additional force for progress in education—one genuinely needed in the state. University faculty members state that, "It is extremely important for something to continue in the region and in the state," if effective planning is to ensue.
9. A constructive change in the relation of the state superintendent and the state board emerging from the superintendent's response to DEF endeavors.
10. General concern that DEF should have a follow-up endeavor of some sort. "Wyoming has had too much experience with committees which led nowhere."

Mention should be made of the completion of the first phase of a statewide study of education by the consultant firm of Booz, Allen and Hamilton. Their report has been informative to the evaluators as a summary of the current status of public education in Wyoming. It appears to contain little that was not already known by Wyoming educators and legislators, but such a summary may have been helpful to others. Its strongest recommendation is for a further study leading toward the development of a Master Plan for the state. It is uncertain whether or not a contract will be let for such a study. One could not help but conjecture as to the reason for this approach to state planning when the DEF structure might have been used, supported by other resources of the state department of education.

In summary, DEF has been of value to Wyoming, but its impact on the future will most certainly be minimal without a strong state department of education or other bodies to apply its findings to the state's organization and processes for educational change.

* * *

Section Four

Prospects and Conclusions

The ultimate test for DEF in the eight-state area will be its continuing impact upon educational developments in the several states. Variability in this impact is, to some extent, predictable and understandable. The preceding section, dealing with each of the states, should provide the basis for predicting certain developments, or suggesting changes in approach which may help a given state to make greater progress with its planning endeavors.

The prospects for a continued endeavor in each state probably will relate at least to the following five considerations:

1. The quality (including commitment) of the state leadership.
2. The capacity ultimately to translate the findings and operational implications into action at the local level where direct impact upon the quality of education makes a difference to children and youth and communities.
3. The development of increasingly sophisticated planning processes and of the staff and technologies to implement them.
4. A concern for appropriate political strategies to encourage and support comprehensive planning throughout each state.
5. The potential for a continuing regional endeavor, if any.

THE QUALITY AND COMMITMENT OF THE LEADERSHIP IN EACH STATE

In general, DEF led to increased realization—among the legislators, laymen and educators who were involved—of the critical importance for each state of the need for problem-definition, planning sophistication and support as a major, or perhaps *the* major, endeavor to be stimulated by the state education agency. As already noted, the comparative degree of success in this realization, among the several states, seemed to be directly related to the degree of commitment to the project by the chief state school officer and, in turn, to the commitment and ability of the state coordinator. Apparently in some states where the state superintendent must periodically run for office, and may be interested in higher office, studies outside the control of the state department of education may present a potential threat if based on the findings and conclusions of laymen and educators interested in education and broadly representative of the state.

Continuity of leadership provided by the state board of education, the chief state school officer and throughout the state department of education varies widely throughout the region, yet is basic to a planned approach to each state's efforts if it is to be consistent with evolving needs and the clearly discernible challenges of the future. DEF has helped to define many of these challenges largely in global terms. Their continuing effect and that of new challenges which emerge with the passage of time will require great strength and commitment and perceptivity within each state education agency.

Chief state school officers and their departments cannot be totally removed from basic political concerns if they are to be responsible to the people of their states. But they should not be so vulnerable to the whim of a governor or to the caprice of an individual legislator or a legislative committee as was observable in several of the states. One senses a growing commitment to forward-looking educational policies in and out of government in virtually all of the states; but the structures and mechanics still leave most of the state education agencies vulnerable to the occasional, or in two or three instances, the continuing idiosyncracies or ambitions of a bureaucrat outside the education agency or a powerful legislator who may approach educational policy from a narrow perspective. This has not been materially helped directly by DEF except that in at least five states there was testimony to the growth in the general esteem and the seeming potential for improvement in the state education agencies. DEF, together with certain other federally financed programs and the general climate or realization of need, has contributed to giving one greater confidence in the prospects for continued and even much stronger and more appropriate leadership in the majority, although not all, of the eight states.

There is some question about the wisdom of looking far down the road to the future without also considering the pressing problems of the present such as re-districting, increasing foundation support for education, the re-education of personnel at all levels and the like. *Real* problems and needs that are clearly evident must be attacked promptly or interest will wane and energies become dissipated. This is not intended to challenge the basic strategy of DEF for the area—to help people to consider needs and goals by 1980, then attempt to determine priorities in context—but to emphasize the need, not equally understood among the states, for clearly apparent endeavors at the state level focusing on contemporary problems of high priority. The vision of the future lends credence to the direction and urgency for change. The solution of the problems of today and tomorrow can easily accelerate the progress toward the challenges of 1980. Greater care must be taken to promote the realization among educators and laymen throughout *each state* that this is the strategy (if it is) rather than to risk losing their interest and support because of the apparent concern and concentration only with the problems of the more distant future.

Highly important to all this is the staffing and funding of a *planning operation* in the state education agency. One can have confidence in this being realized in perhaps five of the states, although it is uniformly regarded as desirable. State funding is still a problem, although a number of states are combining state and federal funds to this end. Ultimately this funding must be built into the basic support program for the state education agency.

All states realize the need within the state education agencies for moving from primary or exclusive concern for regulatory endeavors to more concentration on leadership and upon statesmanship. Both the readiness for this and the prospects are much improved in at least five of the states over what they were three years ago. DEF must receive much of the credit for this change.

LOCAL EDUCATIONAL PLANNING FOR NEEDED CHANGES

Reference was made in the opening paragraph of this section to the ultimate test of DEF. This will, in time, be revealed by the improved educational opportunity and settings within local education agencies. To accomplish this, will require a strong state agency in each state—one whose focus is primarily on strong and vigorous local agencies equipped to anticipate and deal with rapid social and economic change. Whether DEF may have been too greatly viewed as a project which started at the top with the hopes that its benefits will "trickle down" remains to be seen. It can be hypothesized that the gains are greater at the state level than at the local level, and perhaps this is both desirable and logical at this stage of the regional endeavor. But the ultimate result would be of no consequence except as the momentum toward recognition of the need for change develops within each local education agency in a state.

It was evident that the pilot projects, mostly at the local level, had not always been well-considered and were in most cases inadequately financed. Further there was evidence of a lack of the teacher re-education so essential to change in a school. It is not enough to identify problems and plans; people must be trained to deal with them. District reorganization into large units is still a major need in at least half the states. Regional or area consortiums within the state are called for in all states. But there cannot be excuses for losing sight of the end-product—increased effectiveness of the local level.

Thus, at this stage, each of the states needs to enlarge the base of involvement in planning endeavors among educators and laymen in regional or area consortiums, local school districts and even in sub-districts. Priorities need to be defined and established at those levels. Funds for planning must somehow be maneuvered and incorporated into foundation programs. Title I and Title III endeavors can be of major assistance, but their possibly transient character requires more basic and continuous funding for planning to be incorporated in local school district programs.

DEF has developed a large reservoir of interest throughout the eight-state region. A beginning on specific planning procedures has been made through the area conferences and especially through the work-conference on systematic planning at Stead Campus (near Reno). The response is very favorable. But the effort now needs to be greatly expanded in order to develop the perceptivity and the potential required within each local education agency. Parallel with their efforts is the requirement for a far deeper commitment to in-service and improved pre-service programs for *all* educational personnel—not classroom teachers alone, important as they are to the ultimate progress.

To achieve this objective, cooperative planning among local agencies, colleges and universities and the state agency is a requisite in each state. A few have made a good beginning under DEF. All will find it essential if local implementation is to follow even the most effective planning. Indeed the re-education should probably permeate the planning effort. In the end it will be of utmost importance that each state possess the capacity to translate the need for planning into an endeavor which permeates the educational enterprise.

THE POTENTIAL FOR PLANNING CAPABILITY

If the wishes of those who have gained the insights DEF provided on the need for comprehensive educational planning are to be fulfilled, the strategy for each state must include more than is presently observable by way of competence and sophistication specific to educational planning. There is understandably great variation at present. Much of this is reflected in the existence, or lack of, a specific organization or plan for planning.

We are aware that industry moves from the design phase through the engineering phase of specific strategies to the re-tooling required as it progresses toward new production endeavors. If education is to extrapolate from the grand design or concepts emerging most forcefully from DEF it must move quickly to develop the specific strategies and competencies required. A significant beginning has been made. The insights as to problems have been much increased. Whether the will exists in some states is doubtful. Whether it will be adequate in the other states remains to be seen.

One additional test of its adequacy will be whether or not planning for education is incorporated within or moves along with other local and state planning. Some evidence of this could be found in the potential growing out of the inclusion of the chief state school officer in increasing numbers of governor's cabinets.

THE DEVELOPMENT OF POLITICAL STRATEGIES

DEF, in some states, awakened a number of influential laymen to the intimacy of the relationship of political considerations to decisions involving the support of education—contrary to much of the folklore about education as an endeavor removed from politics. Until this relationship is more fully understood, there will remain a barrier to the implementation of desired programs. Mention has also been made of the political vulnerability of the state education agency in most of the states. If this is to be reduced it must be given greater attention than seemed to be the case throughout most of the seven states visited. For example, there probably needs to be a greater push toward the establishment of a chief state school officer appointed by the state board of education in the four states in which he is still elected by popular vote, as a base for stronger state leadership of the educational endeavor. In some cases an elected state board of education selected more nearly on a one-man one-vote representation would seem to be desirable. One can have greater confidence in the potential for change in a few of the states because of the clear correlation—with one possible exception—between the present impact and the further potential of DEF and the manner of selection of the chief state school officer and the state board.

There was ample evidence that the strength of the state education agency is related to how strong the legislature wants it to be. There is need, therefore, for consideration of political as well as educational strategies for moving the educational establishment into a position that would enable it to lead more effectively in the effort to improve the schools. There is increasing demand for accountability on the part of educators in exchange for the improved funding currently provided by most states. The evaluators are in agreement with the basic rationale of the project—that the people in each state will need to identify their own concerns and problems and develop their own plans for devising programs to meet existing as well as emerging needs. However, it is felt that DEF could probably have done more than it did to help the states develop strategies for the improvement of instruction consistent with the demands of the future and thus provide a strong basis for defending the need for better education.

A CONTINUING REGIONAL ENDEAVOR?

While DEF formally closes, in terms of its external funding, in June 1969 its passing will be viewed with great regret by most of those interviewed. Laymen, political leaders, and educators throughout most of the region are committed increasingly to the value of regional endeavors. *This is very clear.* Time and again the comment was volunteered, "We are just beginning." This was very evident in those two or three states wherein the least progress was observed. It was equally true in those states most advanced in their planning strategies or in the stability or esteem of their state education agencies. Perhaps one of the most justified criticisms of the DEF leadership was that it did not develop a prospectus on how the states could find financing for a continuance of the work they had begun.

For this work to be supported largely by external (i.e., federal) funding is defensible and essential where continuing national assessment reveals certain national priorities. The experience since the Morrill Act documents this thesis. It can be justified also in those efforts where initial success give promise of greater progress to follow from further external support. A case could have been built for this in the eight-state region. The need is generally recognized at the state level; but discussions among local citizens may have failed sufficiently to take into account the changing federal-state-local relationships in education, not only for a continuance of the regional endeavors but also for the future support of education in general.

The regional factors which are described in the report of the central staff (Part One, Section One) still obtain. DEF served a unique region in the American continent. Its educational problems have not been resolved; but a start toward speeding their solution through regional efforts has been made through DEF, the momentum from which should not be lost. It may well be preserved through the efforts of several of the states and their chief state school officers. If so, the broad base provided by the participation of laymen and political leaders would be deemed essential. The establishment of this base was clearly a major contribution of DEF and is regarded as such by those who participated. Indeed it may have been *the* major contribution despite the importance of other elements.

Another rationale for continuing the regional movement toward educational improvement is the possible value of DEF as a model for other states and other regions. Its contribution to the literature has already been noted. A continuous demonstration of the impact of regional planning, with or without external funding, could be most valuable. In terms of national need, external funding would be fully justified.

Considering the problems of differentiated quality among the state education agencies, the disparity in the level of sophistication of the people about education within the states, the differences in the degree of commitment to the project, and the comparative range of political barriers to progress—in the considered judgment of the evaluation team, DEF did an extraordinary job in raising the level of understanding and desire. The final test will be left to time and will depend upon the follow-through made, with or without external support, in each of the states involved. It can be concluded confidently that *DEF has made an important positive difference.*

Appendix A

INTERVIEWS CONDUCTED

Educators	*Colorado*	*Idaho*	*Montana*	*Nevada*	*New Mexico*	*Utah*	*Wyoming*	*Total*
CSSO	1	1	1	1	1	1	1	7
Other SEA	4	5	8	5	6(a)	5	5	38
Non-SEA	5	8	3	5	6	5	11	43
Sub-Total	10	14	12	11	13	11	17	88
Non-Educators								
Governor	—	1	—	1(b)	—	—	—	2
Lt. Governor	—	—	—	—	1	—	—	1
Legislators	—	—	—	3	2	—	3	8
Other	7	5	6	5	5	7	4	39
Sub-Total	7	6	6	9	8	7	7	50
TOTAL	17	20	18	20	21	18	24	138

Group Meetings:
Montana—All-day meeting of Advisory Committee
Nevada—Dinner meeting of Advisory Committee
New Mexico—House Appropriations Committee public hearing on Education budget
Wyoming—College of Education faculty committee, University of Wyoming

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(a) Including the former state coordinator now employed outside the eight-state area

(b) Assistant to the Governor

Appendix B

MAIL TEST

The evaluation team decided, for two reasons, to conduct a small-scale poll among lay members of state committees in DEF:

1. To reach additional participants who otherwise would not be interviewed because of the limitations of time and travel.
2. To determine whether the selection, by state coordinators, of specific individuals had any influence on the consensus gathered from personal interviews.

Three states—Colorado, Idaho and Montana—were selected for the test because the names and addresses of all committee members were immediately at hand and no further delay would be necessary. A sample of roughly 10 percent from each state was selected randomly. A total of 48 letters (13 to Colorado, 16 to Idaho and 19 to Montana) were mailed. The letters were identical and asked the recipient to respond to the following two questions:

1. Do you feel you are more knowledgeable concerning problems of education than you were about four years ago? If so, to what degree—consideraly or moderately?
2. Have you, in the past four years changed your perception of what the proper role should be for a State Department of Education: If so, in what way?

Within one month, 20 persons or 41.7 percent of the sample responded, the response by individual states being: Colorado—61.5%, Idaho—37.5%, and Montana 31.6%. As was hoped, many of the respondents went beyond the stated questions. They added their criticisms and some specific instances of new found knowledge and concerns.

Sixty percent felt their knowledge about education had increased considerably, 20 percent moderately, 10 percent none (2 persons from Montana), and 10 percent did not answer in terms of degree. The comments accompanying the response to the first question showed clearly that the attitudinal change concerning education and its leadership was 85 percent positive and 15 percent negative (3 persons—2 from Montana and 1 from Colorado). Sixty percent of the respondents also reported that their perception of the proper role of a state education department had changed from that of a regulatory agency to one which should provide service, leadership and communications. One respondent reported no change in perception and described the proper role in the same way while another person who reported "no change" made no comment. Another 30 percent did not say whether their perceptions had changed but again they described the role in much the same way. Two exceptions, both from Montana, were that one respondent added vocational education as a proper concern for the state education department and the other expressed the fear that the federal and state governments were becoming too powerful in education.

The poll of participants selected randomly supported the information gathered from interviews arranged by the coordinators, both in terms of depth of participation within the states and the benefits derived from the participation. More importantly, the sampling added credence to the data collected by other means.